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OHIO UNIVERSITY BULLETIN

TRAINING SCHOOL STATE NORMAL COLLEGE of OHIO UNIVERSITY

COURSE OF STUDY
WITH
LESSON PLANS

July, 1913

Athens Ohio

New Series Vol. X. No. 4

OHIO UNIVERSITY BULLETIN

TRAINING SCHOOL

State Normal College

OF

OHIO UNIVERSITY

COURSE OF STUDY

WITH

SUGGESTIVE PLANS

ATHENS, OHIO
JULY, 1913

TRAINING SCHOOL BUILDING · OHIO UNIVERSITY · ATHENS OHIO ·
F. L. PACKARD · ARCHITECT · COLUMBUS OHIO ·

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EMMA S. WAITE, PRINCIPAL.

THE PURPOSE OF THE TRAINING SCHOOL

Meaning of Training School

The term training school is applied to a school connected with a normal school or college for teachers. Such a school differs little from any others of similar grade. Here and there are to be found training schools that include the work of the high school; in the main, however, training schools comprise but the grades of the elementary school or the first eight grades of the public school. In organization, classification, instruction and management, a training school is to all intents and purposes, an elementary school of high grade, and it differs from one only in that it is connected with a normal school or college for teachers and forms an integral part of it.

Training School vs. Experimental School

It is well to understand, that a training school is not an experimental school. That is a school in which educational experiments are carried on in view of establishing new theories or of testing new methods; though in a good training school there is always, as there ought to be in every school, some little experimentation. However that may be, a training school is no school of experimentation. It is rather a school of observation and a school of practice. That is, it is a school where teachers may observe the application, to actual school work, of the best that is recognized and that has been thoroughly tested in educational theory and practice. And it is more especially a school in which teachers and prospective teachers may accquire skill in teaching according to approved principles and methods.

Purpose of the Training School

And this leads us directly to the purpose of the training school as a part of a normal school or college for teachers. The purpose of the training school is three-fold, and it is to give to teachers and prospective teachers an opportunity of acquiring power and skill, (a) in applying knowledge of child study and

psychology to the study of children under actual instruction, (b) in applying knowlege of the various school subjects, the principles of education and of methods and the actual work of teaching; and (c) in applying knowledge of school management to the actual organization and control of a school. To help teachers and prospective teachers acquire power and freedom in the application of previously acquired academic and professional knowledge to the work of education and to acquire skill in teaching constitutes the purpose of the training school.

Prerequisites to Practice School Work

In view of the purpose of the training school, it is obvious that practice teaching should come at the end or as near the end of a normal school course as possible. That is, it should follow and not precede the academic work of the normal school designed to give that grasp of the school subjects essential to good teaching, and it should likewise follow the work in child study, psychology, the principles of education, methods and school management, which supply the basis of all scientific and rational teaching. For it is in giving the prospective teacher power in applying this academic and professional instruction to actual school work, that the training school finds its aim, and practice teaching that is not based upon the proper academic and professional preparation is void of meaning and value, and at best but a farce.

Relation of Training School to Other Departments of Normal School

In view of the purpose of the training school and the preparation necessary to intelligent practice teaching, it is clear that there is a vital relation between the work of the other departments of the normal school and the training school. In fact, it is in the training school that all the work of all the other departments of the normal school must center and function. That is, the academic work of all the departments must be such as will give the prospective teacher the grasp of the different school subjects necessary to teaching them. The work in child study and psychology must be such as will give insight into child nature and bring the prospective teacher into sympathy with child life. And the instruction in the principles of education, methods and school management must be such as will supply

the professional basis for the work of the training school. In short, the other departments must supply that academic and professional knowledge presupposed in the work of the training school. And in turn, if there is not to be confusion and loss of time and interest, the work of the training school must be based upon the academic and professional instruction given by the other departments of the normal school.

Relation of Training School to Actual Teaching

If the work of all other departments of the normal school must center and function in the training school, it is no less true that the work of the training school must function in turn in that of actual teaching in the schools of the state. For the power and skill, which the training school seeks to develop, is power and skill in the doing of actual school work. In order that this may be true, the conditions of practice teaching must be as near the conditions of real teaching as possible, the curriculum used must not be very different from that found in our best schools, the principles of education and methods of instruction applied and the modes of management employed, must be such as may be used in doing real teaching under average conditions. It is only as the work of the training school is thus brought into relation to actual conditions, that it results in the acquisition of power and skill helpful and useful to the teacher in the doing of the real work of the public school.

Method of Work in Training School

The training school accomplishes its purpose, (a) through having the prospective teacher plan proposed lessons and through the critic teacher or supervisor criticising these proposed plans, (b) through work in observation, that is, through having the prospective teacher observe the teaching of lessons in different school subjects and in the different grades, and in view of previous academic and professional instruction explain method of procedure, point out the strong points in the presentation of the lesson, and suggest changes and remedies for the weak ones, and (c) through having the prospective teacher, teach the different school subjects, after the plan for each lesson is reviewed by the critic teacher or supervisor and carefully revised by the prospective teacher before it is used as a guide in

the teaching of a given lesson. The practice teaching is carefully supervised, and the prospective teacher is encouraged by having her strong points commended, and strengthened where found weak. Other means are employed, yet lesson planning, observation, and teaching under supervision, are the main ones employed in giving the prospective teacher that power in applying previously acquired academic and professional knowledge and that skill helpful in the actual work of the school room.

PRINCIPAL'S OFFICE

THE COURSE OF STUDY

ARITHMETIC

Although the instruction in arithmetic in the primary grades is intended to furnish a necessary basis for advanced work, the chief aims are to promote habits of logical reasoning, of accuracy and of independence in thought.

Formal analysis should never be required in the lower grades. The child should be allowed to state his conclusions in his own way, unhampered by any "process."

Much of our number work the first year is given incidentally, in connection with other work. Not more than ten minutes a day is given the first year to what may be called formal number work.

Sense training work is given to form a basis for comparison, as number is the result of measurement and comparison, the idea of comparison is emphasized. Teach that it is the ratio that is fixed, the unit is variable. Speer blocks are used the first two years, to assist in training the child's judgment.

The various topics in arithmetic, such as compound numbers, compound fractions, decimals, factoring, etc., are gradually developed from the first, as necessity demands.

The constant aim of the teacher should be to develop the child's power of forming correct, mathematical judgments and to compute accurately and quickly.

The time of the recitation in the grammar grades should be divided into three parts; about one third given to written work, one third given to accurate oral work, and one third given to forecasting, that is, giving approximate results.

Work to free the pupil from the influence of the printed page, and lead him to deal with problems as in real life.

FIRST GRADE

Incidental Work

Distribution of material by rows; by class; numbering children at board or at seats; finding page in primer and first reader, line on a page and word in a line; number of days in a week; number of cents in a nickle, dime and dollar. Number in connection with nature study, such as weather records. Number facts brought out in the story work and in songs. We do not give any number work for the sake of numbers alone, but it is given as the child feels the need of numerical facts in relation to his other work.

The child just entering school usually has very uncertain and vague number concepts and it is necessary for him to see the same relation in many different things under many conditions before the true idea of numbers is gained. The practical and constructive processes that are used teach the child to observe and to estimate carefully and thus definite and clear concepts are developed.

The formal number work in this grade is largely oral, but some written work is given the latter half of the year.

Objects: Children taught to combine, separate and group; trained to see number of objects without stopping to count. This work develops instantaneous recognition of number.

Combinations in addition taught first, then subtraction as its opposite. Later multiplication, with division, as its opposite.

Signs, $+$, $-$, $\times$, $\div$, are taught.

Counting by 1's, 2's, 5's and 10's.

Speer Work

Since "the products of the senses, especially those of sight, hearing and touch, form the basis of all the higher thought processes," sense-training is given an important place in first grade.

Many exercises and games are taught that will aid the child in discerning relations accurately, and that will secure for him clear mental pictures.

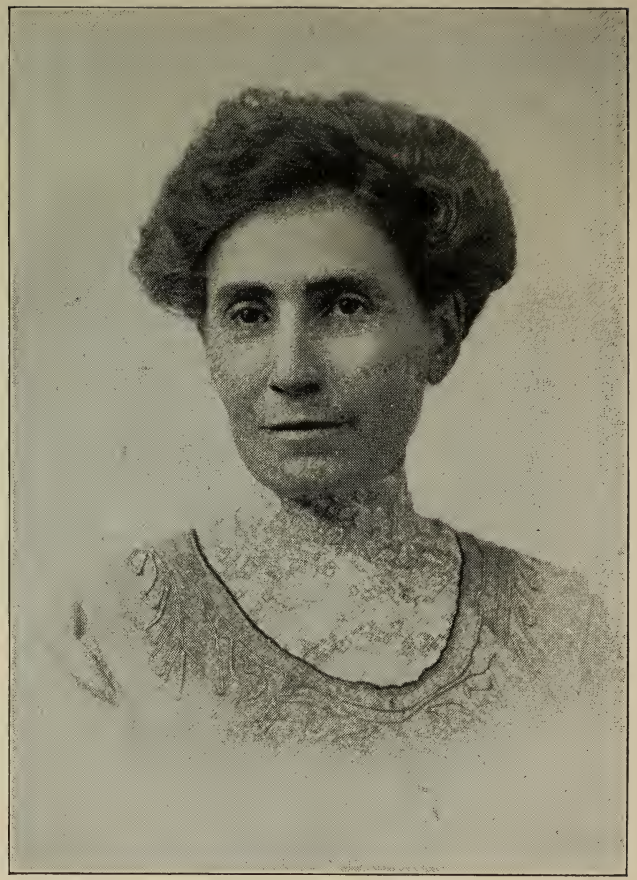
The comparison of surfaces and solids, and of simple ratio taught as presented in Speer's Primary Arithmetic.

The units of measurements and comparisons that are learned as a result of the constructive and concrete work are: the pint, quart; inch, foot and yard. Playing store, or buying and selling, teaches the children to make change with cents, nickels and dimes.

The following is a list of games that are played for sense and motor training:

Spider and Fly.
Shepherd and Sheep.
The Cobbler.
Telegram.
Rainbow Fairies.
Squirrel Race.
Visit to Other Lands.
Follow the Leader.
Basket Ball.
Hide Ball in Plain Sight.
Have You Seen My Friend?
The Pigeons.
Flower Game.
Ring Master.

ELIZABETH MUSGRAVE,
First-Grade Critic Teacher.



AMY M. WEIHR, Ph. M., B. Ped.,
Second-Grade Critic Teacher.

SECOND GRADE

Incidental work continued, as work arises from pupil's daily needs in manual work and all school studies.

Sense training, which is so largely the basis for the numbers in the first year, is continued throughout the second year.

The Speer blocks aid the children to see the ratio thirds, fifths, etc.

Much, also, is done in drawing, paper cutting, and paper folding for this purpose.

Continue addition tables, learning that $6 + 7 = 13$, $16 + 7 = 23$, $26 + 7 = 33$, etc.

This work is preceded by counting in tens as; 7, 17, 27, 37, etc.

Let the pupils be thoroughly familiar through grouping with the fact that a number as twenty-five, consists of a certain number of ones and a certain number of tens, that the so-called process of carrying need not be such a difficult task.

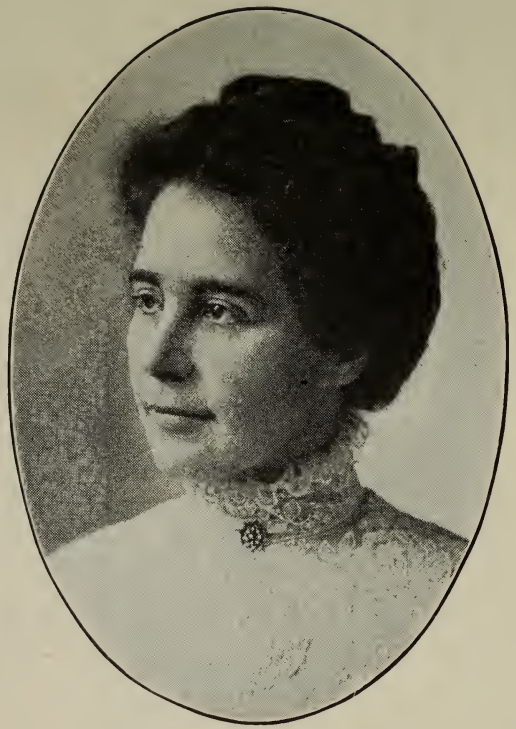
When the number 18 has been reached, pupils begin to work out the multiplication tables by themselves, with splints. They try grouping in 2's and 3's. They discover that as $9 \times 2 = 18$, $2 \times 9 = 18$, $18 \div 2 = 9$, $18 \div 9 = 2$, ½ of $18 = 9$, ⅑ of $18 = 2$, so in getting one fact, they really get a chain of six facts.

The terms factors, prime and composite numbers are used.

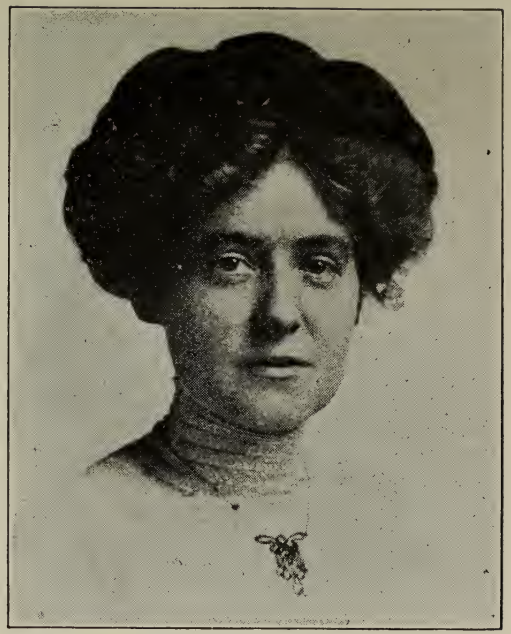
When the number 40 or 45 is reached, the objects are put aside and the children learn to factor without them. They soon learn what numbers can be factored or divided by 2, by 3, and by 5. They also learn how, if possible, to bring the factors within the tables. For example, they divide 60 by 2 and get 30; then they are led to see that by taking the factor 3 out of the factor 30 and putting it with the factor 2, they get the two factors 10 and 6, and they add $10 \times 6 = 60$ to their tables. This work is not hard for children, and they delight in it.

Make use of the standard units of compound numbers; as pint, quart, gallon for measuring liquids; quart, peck and bushel for measuring grains and vegetables; cent, dime and dollar for measuring values; inch, foot and yard measurements.

These measures worked out with apparatus: Cent, dime and dollar for measuring values, with real or imitation money.



ELSIE G. GREATHEAD,
Third-Grade Critic Teacher.



ELIZABETH H. BOHN
Director of Domestic Science.

Roman numerals to XII, so as to read time on the clock face.

The principle of "carrying" developed with objects, but the term is never used in second grade.

Addition of two place numbers.

Multiplication of two place numbers by one place numbers.

Problems with one condition.

All the tables worked out through factoring.

Notation and numeration through three orders.

THIRD GRADE

The aim of the work of this grade is to produce accuracy and facility in the use of numbers. The work of the second year is continued and made more difficult. Very little new work is taken up in this grade.

Notation and numeration through six orders are taught.

Fundamental Operations

In addition, the numbers do not exceed three orders, and not more than four numbers are included in a problem.

In subtraction, the principle of borrowing is developed.

The children add and subtract mixed numbers, the fractions studied being halves, thirds, and fourths, each child always making his own diagram.

In multiplication, four orders in the multiplicand, two in the multiplier.

Four and five place numbers divided by one place numbers. The use of the cipher in the quotient is taught. All terms used in fundamental operations are given.

Denominate Numbers

TABLES OF PREVIOUS GRADES REVIEWED AND USED

LENGTH	LIQUID
12 inches = 1 foot	2 pints = 1 quart
36 inches = 1 yard	4 quarts = 1 gallon
3 feet = 1 yard	

TIME	DRY
60 minutes = 1 hour	2 pints = 1 quart
24 hours = 1 day	8 quarts = 1 peck
7 days = 1 week	4 pecks = 1 bushel

U. S. MONEY

10 cents = 1 dime
10 dimes = 1 dollar

Reduction is limited to one step.

Change to next higher or next lower denomination, only; as, "Change 17 gallons to quarts;" "Change 27 feet to yards." Under U. S. Money, children are taught to make change, using real money.

Roman Notation developed and numbers written to C.

Concrete Problems

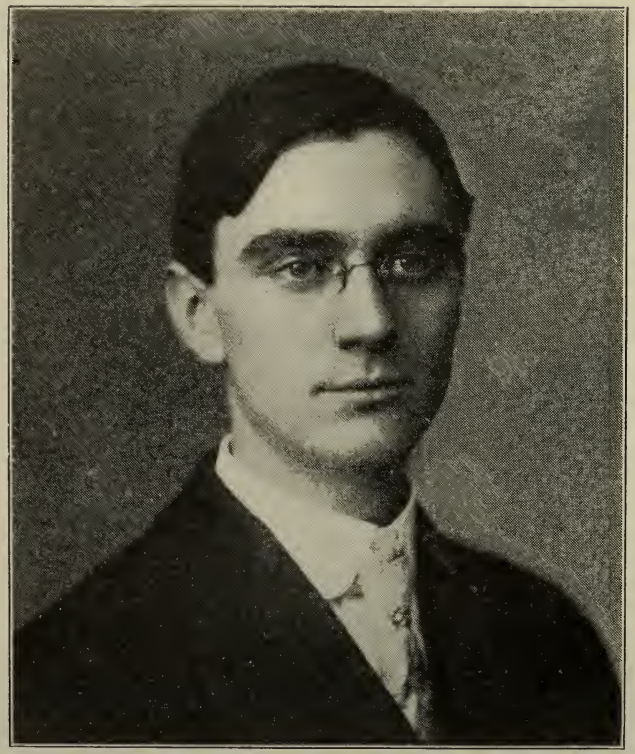
Operations limited to two steps, not more than one of which should be division or multiplication.

Type Thought Problems

A boy takes 75 cents to the store to get 25 cents worth of eggs, and the remainder in 5-cent sugar. How many pounds of sugar does he get?

A farmer brings to the store 4 dozen eggs, worth 20 cents a dozen. How many yards of 8-cent muslin can he buy for the money?

What will be the cost of 3½ pounds of flour at 4 cents a pound, and ½ pound of butter at 20 cents a pound?



CHARLES O. WILLIAMSON, B. S.,
Director of Manual Training.

WINIFRED L. WILLIAMS,
Fourth-Grade Critic Teacher.

FOURTH GRADE

A thorough review of all previous work in an intelligent and spirited manner.

Pupils of this grade should become accurate and skillful in addition and subtraction of integers.

Give problems in subtraction, the minuend being more than a four place number. Introduce three or more ciphers in the minuend.

At the beginning of the term make sure that every pupil has mastered the multiplication combinations through all the tables so that they may be used with accuracy and fair rapidity.

Begin the use of multipliers of three or more place numbers. Introduce the cipher in the multiplier; also, the multiplier ending with a cipher.

Long Division

Develop long division by showing transition from short division to long division; e. g. 9,760 ÷ 4 by long division process; next take 9,760 ÷ 40. Take plenty of time for these two steps, two weeks if necessary. Next divide by 21, 31, 41, etc.; then by any two place numbers. Later a divisor of three or four place numbers.

The following steps are used in developing long division:

First, find partial dividend; second, as a trial divisor see how many times the first number in the divisor is contained in the first number of the dividend, if not contained take the first two numbers; third, place first number in quotient over last number in the first partial dividend; fourth, multiply divisor by quotient; fifth, subtract; sixth, test by seeing if the remainder is less than the divisor; seventh, bring down the next number in the dividend, thus forming a new partial dividend.

Show by actual process that when a cipher comes in the quotient, the steps multiplying and subtracting may be omitted.

Show that when both divisor and dividend end in a cipher, the cipher may be dropped from each without changing the quotient.

Applied Problems

While the main object is to produce skill and accuracy, formal analysis is taken up and an abundance of one-step and two-step problems are given. Many problems involving two and three step processes are also given.

Care is taken to discriminate between partition and division. In division (measurement) the divisor and dividend are of the same denomination.

Explain carefully that in problems of the above the quotient is abstract and show pupils how to reason to get the answer in the concrete.

Example: At $5 each how many sheep can be bought for $165?

There will be as many times one sheep as $5 is contained in $165, which is 33. 33 times 1 sheep are 33 sheep.

In partition the divisor is abstract and the quotient is simply a part of the dividend.

Example: If three books cost $1.08, what will five books cost?

3 books = $1.08
1 book = ⅓ of $1.08 = $.36
5 books = 5 × $.36 = $1.80 (Here × is read "times")

Factoring

Review terms, prime number, composite number, divisor, and factor.

Develop the terms prime factor and common factor.

Find the prime factors by getting the factors in the tables in mind and then getting the prime factors of those.

Drill on factoring to 144 at sight.

Greatest Common Divisor

Develop by getting prime factors, selecting all common factors, and multiplying these for greatest common factor or divisor.

EXAMPLE

$$36 = 2 \times 2 \times 3 \times 3$$
$$54 = 2 \times 3 \times 3 \times 3$$
$$72 = 2 \times 2 \times 2 \times 3 \times 3$$
$$2 \times 3 \times 3 = 18 \text{ G. C. D.}$$

Least Common Multiple

Develop terms, multiple, common multiple, least common multiple.

In solving problems find prime factors; select all factors necessary to contain the numbers and no more, multiply these factors together for the least common multiple.

EXAMPLE

$$12 = 2 \times 2 \times 3$$
$$18 = 2 \times 3 \times 3$$
$$27 = 3 \times 3 \times 3$$
$$3 \times 3 \times 3 \times 2 \times 2 = 108 \text{ L. C. M.}$$

In finding G. C. D. and L. C. M. no numbers are used larger than 144.

Cancellation

Develop the fact that taking out the same factor from both dividend and divisor does not change the quotient. Lead pupils to see that this operation shortens the process of division when both dividend and divisor are made up of factors.

Merchant's Bills

Simple bill making may be used as a good drill in multiplication. Children study prices and make out bills for class use.

Fractions

Addition and subtraction of mixed numbers, both numerator and denominator one place numbers. Quick drill on these in the abstract as well as in the concrete.

Compound Numbers

Review all tables of compound numbers with quick drill in oral reduction. Make frequent use of these tables in applied problems.

Numeration and Notation

Reading and writing numbers to 1,000,000. Roman notation continued to M.

U. S. Money

Review tables of U. S. Money. Have much practice in reading, writing, and computing U. S. Money. Drill on U. S. Money using the four fundamental processes.

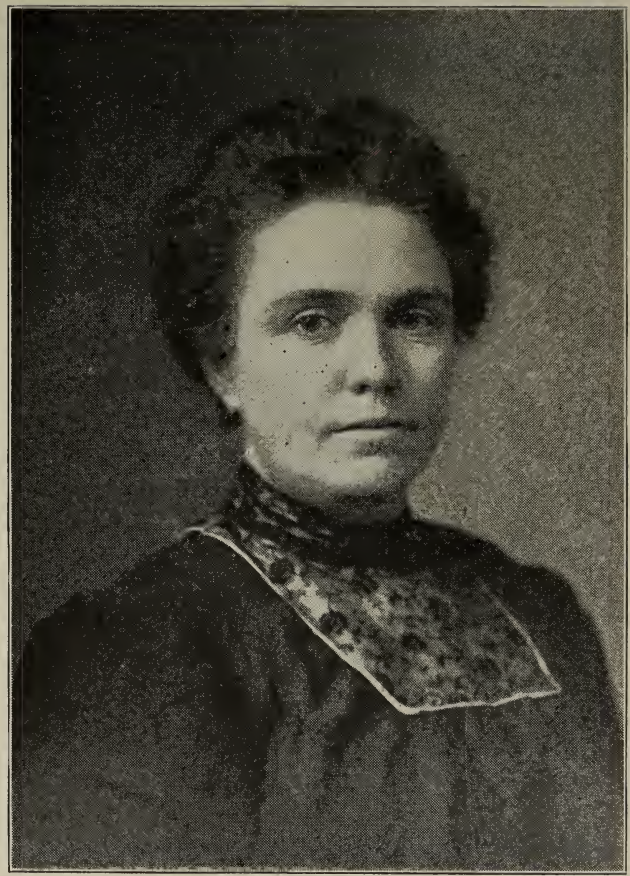
Mental or Oral Arithmetic

Quick and spirited drills are given daily using many devices for securing accuracy and rapidity in both abstract and concrete problems.

Reference Books in Arithmetic for Primary Grades

The Arithmetic Primer.....Hall
First Steps in Arithmetic.....Pierce
Seat Work and Industrial Training.....Gilman
First Journeys in Numberland.....Waldo-Harris
Sense Training.....Mount
Games, Seat Work and Sense Training
.....Holton and Kimball
Industrial Primary Arithmetic.....Baldwin
Special Methods in Arithmetic.....McMurry
Primary Arithemetic.....Speer
Plans for Busy Work .....Arnold
Primary Arithmetic.....Walsh
Common Sense Arithmetic.....Crawford
Natural Arithmetic, Book I.....Winslow
Primary Arithmetic.....Watson and White
Rational Arithmetic, Elementary...Bellfield and Brooks
Primary Arithmetic, Book I.....Southworth-Stone
Primary Arithmetic.....McLellan and Ames
Psychology of Number.....McLellan and Dewey
Special Methods in Arithmetic.....McMurray
Supplementary Work in Arithmetic.....Giffin
Thinking, Feeling and Doing.....Scripture

MARGARET A. DAVIS,
Fifth-Grade Critic Teacher.



CORA E. BAILEY, B. Ped.,
Sixth-Grade Critic Teacher.

FIFTH GRADE

The pupils should obtain a complete mastery of the elementary processes and facts. The work of the previous grades is thoroughly reviewed in order to strengthen the foundation, by means of which the new work is to be presented.

Review Work

Notation and numeration of numbers, both Arabic and Roman.

The four fundamental operations both in abstract and concrete work; the names of the terms, such as, minuend, multiplicand, dividend, etc. In division, a divisor containing more than two figures is used. Emphasis is placed upon the distinction between partition and division.

A review is made of factoring, greatest common divisor, least common multiple and cancellation; the tables of denominate numbers, with quick drill in oral reduction both ascending and descending; problems involving comparison; notation and numeration of United States money.

Common Fractions

By means of objects, develop that a fraction is one or more of the equal parts of a whole; that the denominator shows into how many parts anything has been divided or the size of the parts; that the numerator shows how many parts are taken or the number of parts.

Ascending and descending reduction: Show why increasing the numerator increases the value of the fraction; why increasing the denominator decreases the value; that increasing both numerator and denominator does not alter the value and vice versa.

Proper, improper fractions and mixed numbers are carefully taught.

Addition of Fractions: First have the pupils add mixed numbers whose fractions have the same denominator until the process is thoroughly understood; then take mixed numbers whose denominators are unlike and develop how the fractions may be changed to a common denominator without altering their value. The process of finding the least common denom-

inator should be mental at first, later as the fractions grow more difficult, least common multiple may be applied. Develop subtraction of fractions similar to addition.

Multiplying a fraction by a whole number: Develop the two ways of multiplying a fraction by a whole number. Show just what multiplying the numerator does for the fraction; what multiplying the denominator does; why we usually multiply the numerator. In the same way develop dividing a fraction by a whole number.

Multiplying a fraction by a fraction: Lead the pupils to see for themselves why they multiply the numerators together to produce a new numerator and the denominators together to produce a new denominator. Lead pupils to see why cancellation may be used to shorten multiplication of fractions, although cancellation is a shortening of division.

Dividing a fraction by a fraction: Lead the pupils to see for themselves why we may invert the terms of the divisor and then multiply. Miscellaneous problems and bills involving fractions are given.

Decimal Fractions

Development of the decimal scale; notation and subtraction of decimals may be taught in connection with reading and writing decimals. Develop the difference between a common fraction and a decimal; that this difference is only in form and not in value. The relation of decimals to U. S. money.

Multiplication of decimals: Develop by changing to common fractions, that we point off as many decimal places in the product as there are decimal places in both multiplicand and multiplier.

Division of decimals: Develop by changing both dividend and divisor to the same denominator and then dividing; reduction of decimals, from a decimal to a common and from a common to a decimal fraction. Constant drill is necessary in both common and decimal fractions in order to produce skill, speed and accuracy.

Simple problems in ascending and descending reduction of denominate numbers are given; simple problems in comparison or ratio. Pupils are required to do much of this work mentally.

Areas

Develop finding the area of a rectangle, square and triangle, using the square inch as the unit of measure.

Perimeters

Develop finding the perimeter of a rectangle, square and triangle using the inch as the unit of measure.

Problems should not be too difficult. Special attention is given to mental arithmetic.

SIXTH GRADE

It should be kept in mind that the object of arithmetic is two-fold—the development of power and the aquisition of skill in the use of numbers.

Skill in the use of numbers involves both the power of reasoning, and facility and accuracy in the mechanical operations.

In the sixth grade less attention is given to mechanical drill in the fundamental operations and more attention is given to the reasoning powers of the pupils. While care is taken to have no long step between successive subjects, new difficult subjects are carefully developed. The pupils are gradually trained to depend upon themselves in their arithmetical work.

At the beginning of the sixth year common and decimal fractions are reviewed. These subjects are now given more intensive study and a broader application than in the preceding grade. Special attention is given to thought work, but complicated problems are avoided. Only such are used as come within the experience of the child.

Review

Classification of numbers
  Even, odd, prime, composite
Factors and multiples
  Prime factors
  Greatest common divisor
  Least common multiple

- Fractions—common
  - Definition
  - Terms
  - Classification
  - Reduction
  - Fundamental operations
  - Concrete problems
- Fractions—decimal
  - Definition
  - Reduction
  - Decimal notation
  - Fundamental operations
  - Concrete problems

New Work

- Complex fractions
- Denominate numbers
- Tables completed
- Reduction
  - Descending
    - Whole numbers
    - Common fractions
    - Decimal fractions
  - Ascending
    - Whole numbers
    - Common fractions
    - Decimal fractions
- Fundamental operations
- Mensuration
  - Square measure—developed from linear measure
  - Area—significance of unit of measure and its application emphasized
    - Parallelogram
    - Triangle
    - Irregular figures
  - Simple work in carpeting, papering, and plastering
  - Perimeter of quadrilaterals, circumference and diameter of circle

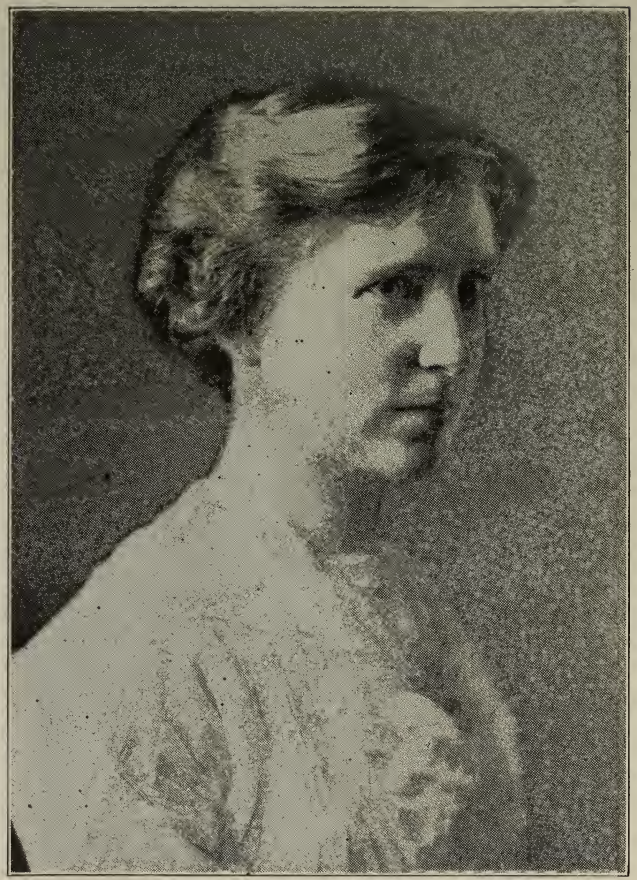
Volume—Process developed by use of cubical blocks
  Cubic and rectangular prisms
  Wood measure, contents of bins, casks, etc.
Time between dates
Bills
Miscellaneous problems

Ratio

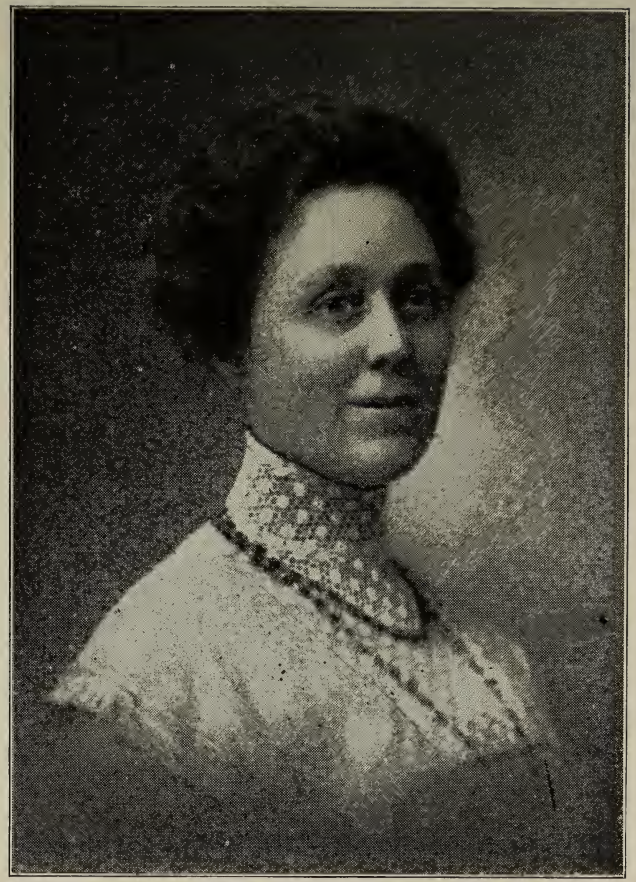
Simple ratio and its applications
Percentage
  Meaning of term
  Aliquot parts of 100
  Relation of percentage to common and decimal fractions
  Cases
    To find per cent. of a number.
    " " a number when a certain per cent. of it is given
Applications of percentage
  Interest
    Terms
    Principal, rate and time given to find the interest or amount
    Method—The six per cent. method is used in this grade.

Oral Work

Oral work and written work are closely combined. Each subject is first introduced with oral exercises, small numbers being used that the mind may concentrate on the new process. Oral reviews of previous work are given. There are frequent oral drills to secure accuracy, rapidity and freedom from pencil and paper.



MARGARET L. TILLEY,
Seventh and Eighth-Grade Critic Teacher.



EUGENIA M. LISTON,
Director of Music.

SEVENTH GRADE

Success in teaching any subject and particularly arithmetic, is dependent upon the ability of the teacher to ascertain what the child's previous preparation for a topic about to be presented has been, and whether lessons that have been taught, or facts that have been drilled upon, have really been grasped by the pupils and retained. Every successful teacher is constantly testing, frequently by means of written tests, but more commonly by careful questioning day by day in order to reveal any existing weakness.

Whenever the testing shows deficiencies in essential fundamental processes, as inability to add by endings, to use the multiplication combinations, or to divide decimals, it is well for the teacher to make note of each individual case and overcome such weakness at the first opportunity.

Such careful teaching, though at times seemingly slow, will insure skill in ciphering, greater clearness in thinking, and steady, permanent mental growth—the real criteria of the effectiveness of the instruction.

There is a natural tendency on the part of some teachers to neglect the drill side of arithmetic. Frequently a teacher will instruct clearly and interestingly, but her work lacks effectiveness, because of this very important phase of teaching. Effectiveness in drilling depends upon the ability of the teacher to plan such methods as will induce all the pupils in the class to concentrate their minds intently upon the subject in hand and give all the individuals in the class the greatest amount of practice in a few minutes.

Mental or oral arithmetic should be given daily for about one-third of the recitation period, usually preceding the other work. It should have a three-fold aim:

(a) To keep up a continuous review of essential processes which the child has studied in his previous school experience.

(b) To introduce new principles which are to be developed, and to aid in the development of these new principles.

(c) To give a sufficient amount of drill upon principles which have been presented to the class.

The work should include both abstract and concrete problems, and should not be suited to the few pupils who have unusally bright, quick minds, but should be adapted to the strength of the majority of the class.

Mental problems should be dictated by the teacher but once, as a rule, in order to cultivate attention. One economical and effective method of conducting an exercise in mental arithmetic is to have the pupils write on slips of paper, answers to problems dictated by the teacher. These papers may then be marked by the pupils, the teacher reading the correct answers. The teacher should ascertain who failed on each problem, and skillfully and quickly, give them just the help needed to clear up the points upon which they have failed.

It is of prime importance that the teacher distinguish the relatively few essential things in arithmetic from the many topics that are studied for their general informational value.

The following work is covered in this grade:

Review of essential processes
Drill in writing and reading decimals
Review of multiplication and division of decimals
Percentage and its applications
  Profit and Loss
  Commission
  Insurance
  Taxes
  Commercial Discount
  Simple Interest (all methods)
  Partial Payments (Merchants' rule)
  Compound Interest
  Annual Interest
  Banks and Banking
  Bank Discount
  Present worth and True discount
  Exchange
  Bills and Accounts

EIGHTH GRADE

Before taking up the advance work, a thorough review of all essential processes preceding the work of the grade should be given. Two to four weeks devoted, at the beginning of the term, to establishing thoroughly this foundation, will be time profitably spent and will be more economical than attempting to begin the advance work of the grade without this preparation.

In order to develop power of application so essential to success, pupils should be required to prepare their written work in arithmetic within a specified time, usually a study period. Pupils should not be allowed to prepare their arithmetic lessons at home.

The aim should be to secure, first, accuracy, and then, reasonable rapidity. The former is by far the more essential. It should constantly be impressed upon the pupils that nothing but absolute accuracy will suffice in mathematics.

The pupil should ask of every answer to a problem: Is it a reasonable answer? This alone should preclude all preposterous results which are too frequently submitted by pupils.

Pupils in this grade should gain a thorough mastery of the equation, and of addition, subtraction, and multiplication of algebraic expressions. The transition from arithmetic to algebra should be made in such a way as to lead pupils to see that the same principles and the same processes are used in algebra as in arithmetic, only in a more generalized and extended form.

The daily mental work, so far as practicable, should be continued throughout this grade for the purpose of keeping up a drill in the essential processes in arithmetic, and as a means of introducing and drilling upon algebraic principles.

The following work is covered:

Stocks and Bonds
Longitude and Time
Board measure
Masonry and Brickwork
Painting and Plastering
Carpeting and Papering
The Metric System

Simple Proportion
Powers and Roots
Capacity of bins and tanks
United States Public Lands
Plane surfaces defined and classified
Triangles
    Classified and defined
    Special study of right triangles
Construction and Area
    Rhomboid, rhombus, trapezoid, trapezium
Circles
    Diameter, circumference, and area
Area and Volume
    Prisms, cylinders, pyramids, cones and spheres
Algebra
    Simple equations
    Addition, subtraction, multiplication and division of algebraic expressions
    Common fractions
    Simple factoring

Reference Books for Grammar Grades

Advanced Arithmetic.....Smith
Arithmetic, Book II .....Southworth-Stone
Arithmetic, Book III.....Southworth-Stone
Oral Arithmetic.....Wentworth and Smith
Advanced Arithmetic.....White
Rational Grammar School Arithmetic
.....Myers and Brooks
Grammar Arithmetic.....Walsh
Complete Graded Arithmetics.....Atwood and White
Oral Arithmetic by Grades.....Kirk and Sabin
American Mental Arithmetic.....Bailey
First Algebra.....Stone-Mills
Grammar School Algebra.....Griffin
Supplementary Work in Arithmetic .....Giffin
Special Methods in Arithmetic..... McMurry
Psychology of Number.....McLellan and Dewey
The Teaching of Elementary Mathematics.....Smith

MARY J. BRISON, B. S.,
Director of Drawing.

WILLIAM A. MATHENY, Ph. M., Ph. D ,
Director of Nature Study.

GEOGRAPHY

THIRD GRADE

The work in geography is based upon Sections I and II of the Tarr and McMurry primary geography. The developing method is largely used. Local topography is made the basis of many lessons, much of the work being done out of doors. Many simple experiments in connection with study of vapor, condensation, evaporation, movements of the air, etc., are conducted in the schoolroom.

I. Food
  1. Animal
    a. How it first came to be used. Story of the Roast Pig, Charles Lamb
    b. Animals now used for food
    c. Present methods of preparation
  2. Vegetable
    a. Brief study of foods grown in different climates
    b. Effect of climate upon food products
  3. Food producing industries
    Ranching, dairying, fisheries, farming, milling
  4. Interchange of food products
    a. Benefits to man
    b. Debt the city owes the country
    c. Development of commerce
    d. Means of transportation

II. Clothing
  1. How climate affects mode of dressing
  2. Materials
    a. Furnished by animals—skins, wool, camel's hair, silk
    b. Supplied from vegetable kingdom—cotton, flax, some other vegetable fibres

3. Industries by which raw materials are supplied:
   a. Ranching
   b. Raising silkworms
   c. Raising cotton
   d. Raising flax
4. Industries that have grown out of the demand for clothing.
   a. Tanning, and manufacture of shoes
   b. Factories for manufacture of textiles
5. Interchange of raw materials and of manufactured goods

III. Shelter
1. How climate modifies type of shelter adopted
2. Brief study of different types of homes
   a. Shelter of Central African Negro
   b. American Indian's wigwam
   c. Eskimo igloo
3. Materials
   Snow, skins, stones, lumber, brick
4. Industries growing out of demand for shelter
   Lumbering, brickyards, quarries, building, glass fa tories, mining

IV. Land
1. Study dependence of all life upon soil
   Human, animal, vegetable
2. Soil formation
   a. Show relation between fine soil, sand and rock
   b. Action of water upon decaying rock
   c. Effect of ice in crevices of rocks
   d. Effect of plant growth upon decaying rock
   e. Action of earthworms upon soil
   f. Varying soil depth; surface soil; subsoil
   g. Why different kinds of soil
   h. How good soil may become sterile
   i. Fertilizers; what; why used
3. Land considered as to surface and elevation
   a. Plains, slopes, valleys, swamps, divides, hills, mountains
   b. Relative value of each for cultivation

c. Relative value of each for homes
d. Effect of altitude upon temperature; timber line, snow line
e. Surface productions of mountains
f. Mineral productions of mountains
g. How mountains have been made
h. Types of mountains; peak, range, chain, system

V. Water
1. Rivers
a. How formed
b. Terms: source, mouth, tributary, current, rapid, waterfall, bed
c. River system
d. River basin
e. How rivers carry away soil--erosion
f. How rivers form flood plains—sediment
g. Deltas
h. Value of rivers for drainage
i. Supply water to towns along the banks
j. Supply water for irrigation
k. Furnish power for manufactures
l. Used for navigation
2. Ponds and Lakes
a. How formed
b. Terms: head, foot, inlet, outlet
c. Why lakes become salt
d. Uses of ponds and lakes. These are treated as under rivers
3. Ocean
a. Relative size of rivers, lakes, oceans
b. Why ocean is salt
c. Experiments illustrating evaporation
d. How the ocean supplies water for rain
e. Value of ocean as a source of food
f. Value of ocean for navigation
g. Dangers of the sea
h. Means of protection from these dangers

VI. Air
1. Extent of atmosphere

2. Relative importance of air as compared to soil, to heat
3. Work of winds
   a. As an aid to fire
   b. For sailing vessels
   c. For turning windmills
   d. Distribution of moisture; forms of moisture. (Experiments)
4. Cause of winds
   Simple experiments showing action of heated air

FOURTH GRADE

Instruction in geography should be given, as far as possible, in the concrete. Geographical ideas should be presented to the mind of the child by objects and illustrations rather than by definitions and descriptions. This can be done by showing examples of objects in nature, by presenting models or picturese or by associating with the subject the child's own experience.

The blackboard, properly used, is a never failing means of representing geographical ideas.

Frequent use should be made of the globe. It is an indispensable aid in giving children correct notions of geography and many historical facts.

The teacher and pupils should make constant use of the map. A map should be studied and translated so that the pupil may have the power to know readily what every line and char acter on it means.

Have pupils frequently sketch from memory rough outline maps upon the board or upon paper, locating those cities, states and physical features concerning which they have already attained some knowledge. The teacher may sketch an outline map on board and pupils fill in important places.

In order that there may be economy of mental effort and that the pupils' thinking may be organized, it becomes necessary to select topics for study which shall integrate the important facts. Each unit is thus brought into relation with a great body of otherwise unrelated ideas.

The following work is taken up during the year:

I. Industry, Commerce, and Government
  1. Industry and Commerce
    a. How early settlers supplied their wants
    b. How our own wants are supplied
    c. Importance of highways. Kinds
    d. Name and describe great occupations
  2. Country and City
    Compare as to occupations; advantages; schools; transportation, attractions
  3. Government
    a. Elections
    c. How laws are made
    d. Forms of government

II. Earth as a whole
  1. Form and Size
    a. Proofs of the earth's rotundity
    b. Diameter
    c. Circumference
  2. Composition of the earth.
    Land and Water Forms.
  3. Daily Motions of the Earth.
    a. Day and night
    b. Equator, axis, poles
  4. Continents and Oceans
    a. Names
    b. Location
    c. Comparative size
  5. Zones.
    a. Cause
    b. Location
    c. Boundaries
  6. Latitude and Longitude.
    a. Use
    b. How measured

III. North America.
  1. Position
    a. Latitude and Longitude
    b. In relation to other continents

2. Form
   a. General form
   b. Coast-line, seas, gulfs and bays. The form to be fixed in mind by freehand map drawing
3. Size
   a. Compared with other continents
   b. Greatest length, breadth, and other dimensions.
4. Surface and Drainage
   a. Principal mountain ranges
   b. Large rivers
5. Climate
   a. Temperature
   b. Rainfall
6. Vegetation
   a. Relation to climate
   b. Deserts, forests, prairies

IV. Divisions of North America
1. United States
   a. Location on continent and boundaries
   b. Surface and drainage
   c. Chief industrial divisions
   d. Commerce—domestic and foreign
   e. Distribution of population
   f. Chief cities
2. Dominion of Canada
3. Mexico and Central America
4. West Indies

V. New England States
1. Location in the United States; names of states; coast features; capes, bays, harbors; adaptability for summer resorts
2. Physical Features
   a. Highlands: Appalachian range; Green Mountains; White Mountains; scenery
   b. Lowlands: Connecticut valley; along the coast; slope of land.
   c. Drainage: Principal rivers; direction and length; water falls and water power; value for manufacturing purposes; location of cities; principal lakes

3. Climate
   a. Cold winters and warm summers
   b. Compare with Ohio
4. Natural Resources
   a. Agricultural, character of soil
   b. Mineral, building stone
5. Occupations and Industries
   a. Agriculture and Dairying
   b. Forestry and Lumbering
   c. Fishing, location, kinds, value
   d. Quarrying, location, kinds, value
6. Manufacturing
   a. Cotton and woolen goods
   b. Shoes and leather goods
   c. Paper
   d. Jewelry
   e. Firearms, machinery, tools
   f. Locate centers of industries
   g. Explanation of importance of New England as a manufacturing section
7. Cities: Capital city and principal cities of each state
8. Transportation: Railroads and steamboat lines
9. People of New England—character, etc.
10. Historical interest of New England

A general plan, similar to this, is followed in taking up all other sections of the United States.

FIFTH GRADE

In this grade a survey is made of each of the continents; a brief study of the leading countries of the world; the most interesting features of life and work among the people of each country; their manners and customs; how they are governed; what they do in order to make a living; the natural resources and physical features.

Maps, pictures, globes, diagrams, other materials and products together with sand-tables should be used in order to give clearness and reality.

Pupils should be trained in the use of maps, statistical tables, books of travel and other reference books. Quick map sketching on the board or on paper and occasionally a more carefully drawn map is valuable; but to spend a great deal of time upon map-drawing, just for the sake of drawing a perfect map is a sheer waste of time.

The lessons in geography are developed in a manner similar to those in history. Skillful oral instruction is necessary in order to make the work interesting and profitable. Imaginary tours are valuable and will aid in imparting a living interest to the lessons.

The chief points to be covered in the study of a country are position, form, size, relief, drainage, climate, industries and industrial regions, routes of trade, centers of population, chief cities, people and their government.

The following is a brief outline of the work as done in this grade:

I. Dependencies of the United States
   1. Alaska
   2. Cuba and Porto Rico
   3. Philippine Islands
   4. Hawaiian Islands
   5. Other Territory and Islands
   6. Canal Zone and Panama

II. Review of the United States

III. Other Countries of North America
   1. Canada and Newfoundland
   2. Greenland and Iceland
   3. Mexico and Central America
   4. West Indies
   5. Bermuda Islands

IV. South America
   1. Argentina, Uraguay and Paraguay
   2. Brazil and the Amazon River
   3. The Andean Countries
   4. Venezuela and Guiana

V. Europe
   1. General Facts About Europe
   2. The Great Powers of Europe

a. British Isles
b. German Empire
c. France
d. Italy
e. Austria-Hungary
f. Russia

3. The Lesser Powers of Europe
a. Norway and Sweden
b. Denmark
c. Netherlands
d. Belgium
e. Spain and Portugal
f. Switzerland
g. Greece
h. Turkey and the Balkan Countries

VI. Asia
1. General Facts About Asia
2. Southwestern Asia
3. Russia in Asia or Siberia
4. The Chinese Empire
5. Japan and Korea
6. India and the Countries East of It

VII. Africa
1. General Facts About Africa
2. Northern Africa
3. Central Africa
4. South Africa

VIII. Australia
1. Australia
2. New Zealand
3. The East Indies
4. Islands of the Pacific

IX. Review of the United States and other Great Powers.

Special lessons are given on the following:
1. A Voyage on the Atlantic
2. The Panama Canal
3. Coffee and Rubber Culture in Brazil
4. Linen Industry in Ireland
5. Silk and Wine Industries in France

6. Sponge Fisheries in the Mediterranean
7. St. Gothard Tunnel
8. Tea Culture in China
9. Desert Life in Africa
10. Pyramids, The Sphinx, etc.
11. Ivory Industry
12. Ostrich Farming
13. Diamond Mines of Kimberly
14. Sulphur Mines of Siberia
15. Trans-continental Railway
16. Coral Reefs
17. Pearl Fisheries

Imaginary sight-seeing trips are made to London, Paris, Berlin, Rome, Venice, Constantinople, The Swiss Alps, Naples and Mt. Vesuvius, Madrid, St. Petersburg, Pekin, Tokio, Manila, Hawaii, Panama, Rio Janeiro, Valparaiso, Quebec, Montreal, etc.

Much of the history of these countries is taught in connection with the geography.

SIXTH GRADE

At the beginning of the sixth grade an advanced text is placed in the hands of the pupils. The work for the year includes North America, the United States and its dependencies.

The aim of geography in this grade is to give the child a larger and more intelligent view of the earth as the home of man, to show the basal law of cause and effect, and the relation of man and his industries to his physical and social environment. To this end there is a thorough elemental study of the physical conditions that control life.

Needless repetition is avoided through the study of type forms. Emphasis is laid upon map reading and map making. Pupils sketch outline and surface maps, and make maps of rainfall, products and distribution of population. Use is also made of diagrams, outlines and illustrations.

SIXTH-GRADE ROOM

A. General geography
  I. The earth as a whole
    1. Continents: names; relative positions; comparative sizes; differences of coast-line
    2. Oceans: names; relative positions; comparative sizes
    3. Continental plateau: highland; lowland; great divides
    4. Crustal movements: rising coast—resulting shore forms; sinking coast—resulting shore forms; bowing of crust, (mountains); faulting and displacement of crust (plateaus)
  II. Conditions which effect relief features and shore forms
    1. Weathering
    2. Stream work
      a. Formation of valley—narrow V-shaped valleys; broad V-shaped valleys
      b. Plains: coast-plains; flood plains
    3. Glaciers
    4. Winds and tides
    5. Volcanoes and earthquakes
  III. Movements of the ocean
    1. Tides; currents; waves
    2. Causes of above
  IV. Mathematical geography
    1. The equator and the pole
    2. The tropics and polar circles
    3. The zones—names, positions, climate
    4. The axis of the earth—day and night
    5. The diameter of the earth
    6. The circumference of the earth
    7. Latitude and longitude
    8. Parallels and meridians
    9. Standard time
  V. Conditions which effect climate
    1. Altitude
    2. Latitude
    3. Ocean currents
    4. Winds and rainfall
    5. Modifying influence of large bodies of water
    6. Modifying influence of mountains

VI. Conditions which determine the distribution of life forms—the several life regions and the characteristic plants and animals of each

VII. Races of men
1. Appearance and characteristics
2. Civilization and environment

VIII. Religion
1. Principal kinds
2. Effect on character and progress of a people

IX. Occupations
1. Agriculture—conditions necessary to success
2. Grazing—may be carried on where agriculture would fail
3. Lumbering—present-day methods
4. Fishing—ocean, lakes
5. Mining and quarrying
6. Manufacturing—raw material, cheap power, markets
7. Commerce—location of trade centers

B. North America

I. Position

II. Form
1. Indentations, prolongations.
2. Continental shelf.

III. Size

IV. Relief
1. Highlands
Their relations to slopes, drainage systems, climate and occupations.
2. Lowlands.
a. Position, extent, kind
b. Relation to population and occupations
3. Climate as controlled by—
a. Relief
b. Position
c. Winds
d. Currents
a. Nearness of large bodies of water.
4. Drainage.
a. Chief rivers and their relations to land forms

5. Soil: native; transported
6. Zones of plants as dependent upon: temperature, rainfall, soil
7. Zones of waste as dependent upon—
   a. Too little moisture
   b. Too much moisture
   c. Poor soil
   d. Altitude and latitude
   e. Effects of irrigation where possible
8. Distribution of animal life
9. Distribution of minerals
10. Distribution of population as dependent upon—
    a. Resources
    b. Supply and demand
    c. Commercial advantages
11. Development and location of —
    a. Commercial centers
    b. Manufacturing centers
    c. Governmental centers
12. Development of commercial and trade routes
13. Political divisions

C. The United States and her colonial possesions

Same general outline as North America

Sections

1. Location
2. Physiography
3. Type of occupations, (result of physical conditions)
4. Cities (associated with occupations)

The dependencies of the United States, Mexico, Central America and the West Indies are treated in the same manner as that outlined for North America and the United States.

SEVENTH GRADE

The objects of teaching geography are, in general, four in number.

First: To give the pupils a definite knowledge of the location and character of certain important places or regions on the surface of the earth. This may be called the practical value.

Second: To lead the child to see that the earth is adapted to man's habitation and, therefore, fitted by a wise Creator to be man's home. This may be called the cultural value.

Third: To show the interdependence of men. This may be called the sociological value.

Fourth: To cultivate the child's powers of observation, reason, and imagination. This may be called the disciplinary value.

In this grade definite lessons should be given in teaching pupils how to use the index, the table of contents, the statistical tables, etc., in the back of the book. This work should be done with thoroughness. The pupils should be carefully trained in finding information in the text-book quickly and intelligently. Topics may be assigned for these exercises.

The Geography work of this grade consists of a special study of the following: Continents of South America, Europe, Asia, Australia and the Pacific Islands, Africa, and a study of the State of Ohio.

Each Continent is taken up and carefully studied in a manner similar to the following outline of the Continent of Europe:

1. Location
   a. In reference to other continents and to the United States
   b. In zones, and latitude compared with U. S.
2. Boundaries
3. Coastline. Compare with that of other Continents Advantage or disadvantage
4. Climate. Elements that affect climate
   Effect of latitude upon the climate. Importance of westerly winds. Direction of mountain chains, rainfall, etc.
5. Relief
   a. Western highlands
   b. The great Russian plain
   c. The lowlands of Holland; how these are made. Picture these—the windmills, the cattle, the pastures, and the dikes
6. Drainage
   Rhine, Rhone, Danube, Po, Volga, Seine
7. Products

a. Vegetable: wheat, lumber, beet sugar, grapes along the Rhine, and products along the Mediterranean.
b. Animals: reindeer in Russia, sheep in Spain and Scotland, cattle in Holland
c. Mineral: iron and coal in England, iron and coal in Germany and Belgium, oil in Russia

8. Occupations
   a. Where is Agriculture carried on? Mining? Manufacturing?
      Fisheries of northwestern Europe
      Linen manufacture in Ireland. Why?
      Wine making in France
      Silk manufacture in France
9. Countries and People

After the Continent has been studied as a whole, each country is taken up similarly to the following:

Russian Empire

1. Position
   a. In reference to the remainder of Europe
   b. In reference to Asia
   c. In reference to the United States
2. Extent or Size; Compare with U. S.
3. Outline
4. Surface and Drainage
   a. Northern slope—Lena, Yenisei, Obi
   b. Southern slope—Volga, Don, Dneiper
   c. Rivers generally navigable
   d. Ural mountains, Caucasus mountains
5. Climate; affected chiefly by latitude
6. Resources and Products
   a. Agricultural; wheat
   b. Petroleum
   c. Great resources, little developed
7. People—Siberian exiles
8. Cities—St. Petersburg, Moscow, Odessa
9. Special—Large army and navy, Siberian railroad, our purchase from Russia, Peter the Great, Napoleon's invasion.

EIGHTH GRADE

In this grade an intensive study of the United States is made, with the aim of bringing out the commercial geography and giving a broader view of the world's civilization in a way that the age of the pupils has not before permitted. Not more than one semester is given to this work.

Mathematical Geography: Form of the earth; proofs; size of the earth; movements, proofs. Change of seasons, causes; varying length of day and night, causes.

Atmospheric Circulation: Show by simple experiments the circulation of atmosphere by unequal heating. Conditions necessary to produce rainfall; effect of highlands; cyclones, causes.

Ocean Currents: Draw ocean currents on outline map of world, and name them.

Study tides in connection with observation of moon; causes of tides.

Reference books for teachers and pupils:

Special Methods in Geography .....McMurry
Great American Industries.....Rocheleau
Geographical Readers ....King
Geographical Readers (5 vol.) ....Carpenter
Methods and Aids in Geography.....King
Type Studies from United States Geography.McMurry
Industrial Readers.....Carpenter
How to Study Geography.....Parker
The Great World's Farm... ....Gaye
How the World is Fed..... .....Carpenter
How the World is Clothed.....Carpenter
How the World is Housed.....Carpenter
Natural School Geography.....Redway and Hinman
A Geographical Reader.....Johonnot
The Guyot Geographical Reader.....Pratt
Popular Science Reader..... ....Monteith
Advanced Geography.....King
Elementary Geography.....Dodge
Geographies (three book series)....Tarr and McMurry
Strange Places and People..... .....James

Our Western Wonderland.....Koch
After School Library.....
Standard Library of Natural History.....
Childs Book of Nature.....Hooker
Round the World.....Carnegie
Modern Europe.....Coe
Nine Years in Japan.....Faulds
Little Journeys (18 vols.).....Marion George
German Life in Town and Country.....Davison
Commercial Geography.....Mill
Views in Africa.....Baldwin
Cities of the World.....Hodden
How We Are Clothed.....Chamberlain
How We Are Fed.....Chamberlain
How We Are Sheltered.....Chamberlain
Through the Dark Continent.....Stanley
Over Land Through Asia.....Knox
Up the Amazon and Maderia.....Mathews
Elementary Physiography.....Davis
The New Basis of Geography.....Redway
The Story of Our Continent.....Shaler
Advanced Geography.....Dodge
Elementary Lessons in Physical Geography....Giekie
Excursions and Lessons in Home Geography..McMurry
Lessons in Physical Geography.....Dryer
Chalk Modeling.....Heffron
Commercial and Industrial Geography.....McFarlane
Around the World(3 vols).....Carroll
Mathematical Geography.....Gillan
Descriptive Geography; a separate volume to each of the six continents.....Herbertson
Astronomical Geography.....Jackson
Seven Little Sisters; Each and All.....Andrews
Handbook of Commercial Geography.....Chisholm
Commercial Geography.....Redway

READING

FIRST GRADE

A few years ago, it was thought that the child should devote almost the whole of the four or five hours that he is in school the first year or two, to learning to read. We now realize that the world about him is an open book, from which he learns to read; so this subject must share the child's attention with nature study, history, literature, art, music and manual training; and the importance of doing, as well as knowing, has come to be felt.

We use, the first year, a combination of word and sentence method. Begin with words which represent ideas familiar to the child when he enters school. There are several reasons for this, the most important one being, that by so doing we connect the school and the home. Froebel says: "The union of school and home, of domestic and scholastic life is the first and indispensable requisite of the education of this period, if men are ever to free themselves from the oppressive burden and emptiness of merely extraneously communicated knowledge, heaped up in memory."

A book is given the child at the end of the third month of his school life. By this time he will have become so strong in getting words through visualization that he will take three or four new words a day, always learning to write the words and use them in original sentences.

The new words are always presented through the thought and as the child's ability to retain depends largely upon his interest, the teacher must be very careful to present the new word in an attractive way. Sometimes it is presented through objects, sometimes through pictures, often through stories or questions, the child himself suggesting the word.

Great care must be taken from the first, to get good, clear pronunciation. Questions, such as will stimulate thought and feeling, should be asked to gain expression.

When a class has been taught to recognize and to write twenty-five to thirty words, including nouns, pronouns, verbs and prepositions, it is time to begin sentence work. Here again, great care and skill on the teacher's part are necessary. The child knows the words and can even write them; but to get the thought when each word stands in relation to other words, is a long step for the little one. He has had sentences consisting of but one word, like Run, Jump, Cry. The teacher may now say "I want you to do just what the chalk tells you to do," and she writes, "Run to me." She must of course tell the child where to start to read. Now reading really begins. The child must be taught from the first to get the thought by silent reading before he tries to give it by oral reading. Do not allow the child to get the idea that saying words is reading. When a child is made to understand that oral reading is thought-giving that he is reading for the pleasure of others, his attitude and the manner in which he reads will be better. As an incentive to good oral reading the children are frequently permitted to select some one of their favorite stories and read it before the class, having previously prepared the lesson.

When the child has a visual vocabulary of one hundred to one hundred fifty words, he may be given lessons in reading based upon the work in science, history and literature. By means of the hektograph a sufficient number of copies may be made to supply the whole class.

In the second semester phonics are begun; the child has up to this time, been learning new words entirely through visualization and will have become so strong that the phonetic work will not be given at the expense of the thought. Through the breathing and articulation exercises, and the slow pronunciation of words, clearer enunciation is secured. The phonetic work is not a part of the regular reading lesson but is given at a different period.

The following comprises the work done in the first year:

Sentences and paragraphs on interesting and familiar subjects read from blackboard.

Hektograph lessons based upon nature study, history, literature, number and form lessons.

Child Life Primer
Beebe's Picture Primer
Cyr's Primer
Wide Awake Primer
Classic Primer
Art-Literature Primer
Folk-Lore Primer
Child Life First Reader
Stepping Stones to Literature, Book I.
New Education Reader, Book I.

The above named books may be read by an average class. While the lessons are not always read in the order in which they are introduced, they are all read sometime during the year and each book is read from cover to cover.

Spelling

During the first semester words are always introduced by means of visualization. Phonics given too soon would make poor spellers. Were our spelling logical this would not be true; but as there are many signs for the same sound, and many sounds for the same sign, the only way to teach spelling is through the eye, that is, by visualization. The child is taught to see the word as a whole, and write it as a whole, which is the way, eventually, that we all learn to spell as well as to read, regardless of early training.

After the first two or three months, from three to six new words are given each day. To impress and fix them, immediately following their development, the children write them five or six times and use them in original sentences. Dictionaries are kept by the children in which their new words are placed from day to day. The children write from dictation from twenty to twenty-five words each day, always following a word drill.

Writing

Frequently a child just entering school has very little muscular control. In order to obtain a large, free movement and to strengthen the muscles, most of the writing is done on the blackboard at first. Tracing in the air, following words made by the teacher, develops a large and easy movement. Correct position is insisted upon.

Great care on the part of the teacher is necessary in order to instill pride and neatness in all writing. Attention is called to the right proportion between the one space and loop letters.

Since our words are given through visualization, the child remembers the word as a whole, and it is impressed upon him from the first that the crayon must not be lifted until the entire word is finished. This ability to write a word continuously, not one letter at a time, gives the child confidence and prevents him from writing in a slow, cramped manner.

No special system is employed. The child is allowed to follow his natural inclination, whether it be vertical or slant.

SECOND GRADE

Much easy reading is given this year to gain naturalness and fluency.

New words are presented the same as in the first grade.

The phonetic work for which the basis was laid in the first year, should be continued with much drill in type forms and word building.

By this time there is little danger that the phonetic work will draw the mind from the thought to the form, and produce halting, mechanical work.

During the second half of the year, the increased power of detecting the phonograms makes it possible for the children to study new words.

New Education, Book II, with perception cards, is used as a basis for the work in phonics.

The use of the macron and breve is taught.

The wise teacher will welcome any devices that will tend to minimize routine drill. Here games may be profitably used. For example the following:

The family of ĕ is being studied. The group ĕnch is under consideration. After the children have written a number of words using ĕnch, as quench, drench, French, several leave the room, and select some word containing that sound, as bench. By pantomime the children are shoemakers at the bench. Those at the seats guess the word chosen.

The children make reading books based upon the subject matter of Nature Study, History and Literature.

During the school year this grade reads orally after silent preparation the following books in their entirety:

Jones' First Reader
Stepping Stone to Literature, First Reader
Baldwin's First Reader
Wide Awake First Reader
Cyr's First Reader
Cyr's Advanced First Reader
Circus Reader
The River Side Readers, First Reader
Jones' Second Reader
Stepping Stones to Literature, Second Reader
Baldwin's Second Reader
Wide Awake Second Reader
Child Life, Second Reader
Reynard the Fox
Work That is Play
New Education, Book II
Stories for Children, Lane
The Fairy Reader, Baldwin
Lights to Literature, Second Book
Folk Lore Reader, First Book
Baker and Carpenter, Second Reader

Spelling

The unusual words are omitted in the spelling; but with the exception of these few, all of the words in the reading lessons are included in the written spelling, and used in original sentences.

The children continue to make dictionaries.

Writing

It is important that all written work be neatly and carefully done. The aim should be that, in a proper position, there should be freedom of movement, correctness of form of the letters and figures, and rapidity of execution.

THIRD GRADE

The rudiments of reading having been mastered in the grades below the third, the aim here is fluency, giving special attention to expression, that the varying shades of meaning may be brought out.

As preparation for the reading, the new and difficult words in the lesson to be assigned are presented, the new idea contained therein being developed. Having grasped the thought, its expression follows easily. The word is placed upon the blackboard to the end that visualization may reinforce the ear.

The long and the short sounds of the vowels have been acquired earlier. The remaining sounds are now taken up. The children are drilled to pronounce words after they have been marked, also to mark the letters when the word is given. The name of the marks as macron, breve, cedilla, etc. are taught in this grade. The diacritical marks are used freely, and the child begins the use of the dictionary.

Selections having settings that are new or unfamiliar to the children have these made clear to them prior to the study of the lesson.

The following texts are read once during the year:

Cyr's Second Reader
Little Bear, Laura R. Smith, a complete story
New Education, Book III
Stepping Stones to Literature, Book III
Child Life, Book III
The Dramatic Reader, Book III
Baldwin's Third Reader
Jones's Third Reader
Heath's Third Reader
The Wide Awake Third Reader
Carpenter's Third Reader
Cyr's Art Reader

Aesop's Fables and Hans Christian Andersen are studied thoroughly in connection with the reading. Throughout the year choice poems, taken either from the reader or from other sources, are memorized. These are complete poems, not fragmentary gems.

Spelling

Fifteen words, chosen from the reading are given daily. Four days each week the spelling is written; one day is devoted to oral spelling that training in syllabification may be given. The words chosen are such as should be incorporated in the child's vocabulary.

Writing

No period is devoted to the teaching of writing. The children are encouraged to do their best in all written work. Legibility is our aim. The forms of the letters, with the possible exception of a few of the more unusual capitals have been acquired in the grades below. All forms are given before leaving third grade

FOURTH GRADE

Observe directions for previous grades as far as applicable. The art of study as begun in the lower grades should be carefully fostered and carried on here.

Much care should be taken to cultivate proper articulation, as well as to secure correct accent, emphasis, and inflection.

The reading should be in natural tones. Extraordinary efforts, adding nothing to the presentation of the thought, are to be avoided.

Have a definite aim in each lesson and concentrate the attention upon the points selected; for example, clearness of expression at one time, articulation, emphasis, or inflection at another.

Drill upon these until the doing of each has become, at least to some extent, a fixed habit.

Besides a definite aim toward perfecting the mechanics of reading, the teacher should aim to bring out plainly whatever is in the lesson of a nature to develop the growth of the moral character of the child, that he may be able to make his own application.

The first few minutes of the recitation should be given to questions on the lesson and on any previous information regarding it. If any difficult words are in the lesson, these should be drilled on before the reading.

During the oral reading of the lesson skillful and artful questioning should be employed to bring out the best interpretation.

The lesson should be intelligently assigned, bringing out the particular points by giving the setting of the story and developing the meaning of all new words and pronouncing them.

The setting of the story should be given by relating all known facts and experiences to the new lesson and giving new information through facts, stories, and illustrations.

Sometimes we depend upon the nature-study lesson to make clear the thought in the reading lessons; sometimes upon the history or geography lessons; often we omit the reading entirely for a day or two, the teacher taking the entire period for development and explanations.

Some dramatic reading should be given merely to help the child understand and interpret the lesson and not for entertainment. This kind of work brings teacher and pupil nearer together, furnishes proper ideals of conduct, aids the voice, and leads to self-forgetfulness. This may be very profitably done in dialogue reading.

Some silent reading should be done in this grade. Teach the pupils to focus their attention upon the thought as well as upon words and phrases.

The following books are read during the year:

Stepping Stones to Literature, Fourth Reader
Child Life, Fourth Reader
Cyr's Third Reader
Baldwin's Fourth Reader
Stories of the Niebelungen
Scudder's Book of Legends
Bonny Prince
The Story of a Donkey
Baker and Carpenter's Fourth Year Language Reader
Outdoor Secrets

Spelling

Careful attention to spelling of common words and correction of errors in all written work.

Spelling of new and difficult words taken from lessons in history, geography, reading, nature-study and arithmetic.

Written spelling four times a week, oral spelling once a week.

In oral spelling much care is given to pronunciation and syllabification.

All misspelled words are carefully drilled upon.

Text: Spaulding and Miller's School Speller, Book II

Writing

Very careful attention is given to writing, although there is no time given to regular writing lessons.

Each pupil is held to his best writing in all written work. No carelessly written manuscript is accepted.

Legibility, moderate speed, and uniformity of letters are aimed at rather than any particular system.

While attention is given to correct posture, holding of pen, paper, etc., yet much freedom is given the pupil in his individual manner of writing.

Selections from the following list are read to the children in the primary grades, with conversations on the beauty of the pictures, the elements of adventure, humor, etc.

Child's Christ Tales.....Hofer
The Four Winds.....Longfellow
Indian Legends of Arbutus.....Poulson
Little Lord Fauntleroy.....Burnett
Tales of Mother Goose.....Perrault
Song of the Brook.....Tennyson
Nature Myths.....Cooke
Heidi.....Spyri
Jungle Books (selected).....Kipling
Little Lame Prince.....Mulock
A Child's Reader in Verse.....Eldridge
Black Beauty.....Sewell
Leaves from Nature's Story Book.....Kelley
Ways of Wood Folk.....Long
The Light Princess.....MacDonald
The Envious Wren.....Carey
Heroic Deeds and Stories of Other Lands.....Johonnot
Beautiful Joe.....Saunders

The Golden Fleece.....Baldwin
The Wonder Book.....Hawthorne
King of the Golden River.....Ruskin
Story of Patsy.....Wiggins
A Hole in the Wall.....Alcott
Waste Not Want Not.....Johnson
Alice's Adventures in Wonderland.....Carroll
Ten Boys.....Andrews
Five Little Peppers.....Sidney
Child World.....Riley
Snow White.....Richards
Stories of Brave Dogs.....Carter
Uncle Remus (selections).....Harris
Being a Boy.....Warner
Wild Animals I Have Known.....Seton
The Peasant and Prince.....Martineau
Story of Siegfried.....Baldwin
The Pied Piper of Hamelin.....Browning
The Wind and the Moon.....MacDonald
The Idle Shepherd Boys.....Wordsworth
Nürnburg Store.....De La Ramee
Moni the Goat Boy.....Spyri

READING AND LITERATURE

FIFTH GRADE

Our aim is to develop in the pupils the ability to get the thought from the printed page; to obtain good vocal expression; to create a liking for what is best in literature.

In this grade the pupil should begin to be able to know and appreciate good literature and to see why it is good literature.

Self mastery of words is required. Each pupil should own a good dictionary and acquire the habit of using it.

There are frequent drill exercises to produce clear enunciation. Those sounds that are most difficult to pronounce distinctly are practised most. This drill work is carried on both individually and in concert, insisting that the sounds be distinctly given.

Care is taken to make the assignment of the new lesson clear and definite; to open up the thought in an attractive manner; to help the pupils overcome difficulties which they are not likely to master themselves. At first most new words after the idea has been developed, are diacritically marked by the teacher and pronounced by the pupils; only a few being given to look up in their dictionaries. As they acquire facility in the use of the dictionary, the number of words is increased until by the end of the year only those not found in their dictionaries need the attention of the teacher.

By skillful questions the teacher aims to bring out the thought and feeling in order to obtain good expression. Many of the stories are dramatized and illustrated. Occasionally the teacher reads a passage or poem in order to suggest higher ideals. Choice passages and poems are memorized by the pupils.

Special attention is given to the following classics found in their text-books: The King of the Golden River, Story of the

CAST OF "PERSEPHONE," FIFTH-GRADE PUPILS.

Golden Fleece, Rip Van Winkle, The Pygmies, The Old Norse-Myths, The Adventures of Ulysses, The Adventures of Bradamante, Sinbad the Sailor, Robinson Crusoe, and The Pied Piper of Hamlin.

The following books are studied and read by the pupils. The lessons are not necessarily taken in the order they are found in the books, but are often selected so as to correlate with other subjects. Each lesson is read some time during the year.

Stepping Stones to Literature, Fifth Reader....Arnold
Fifth Book.....Cyr
Language Reader, Fifth Year....Baker and Carpenter
Greek Heroes.....Kingsley
Heidi..... Spyri
The Bird's Christmas Carol.....Wiggin
Baby Bell, The Little Violinist, etc .....Aldrich
Great Americans for Little Americans .....Eggleston

Spelling

Oral spelling is given twice a week; the word pronounced, spelled by syllables and each syllable correctly pronounced.

Written spelling is given three times a week, in the form of words or dictation of sentences.

Frequent drills are given on words found in the pupils' vocabulary. Lists of words are taken from their daily studies and drilled upon both in oral and written work.

Misspelled words found in their written work are marked out and correctly spelled on their manuscript. These words are copied in their notebooks for future drills and reviews.

Text: Graded School Speller, Book III, Spaulding and Miller.

Writing

No special lessons are given. It is taught in connection with other studies.

In all our written work we aim at legibility and not uniformity. Pupils are taught the correct position of the body, correct holding of the pen and correct position of the manuscript.

Neatness, accuracy and a degree of speed are required in this grade.

Dictation exercises in both spelling and language are frequently written on the board by the pupils, where errors in the formation of letters can be easily detected and corrected.

All written work is required in ink.

SIXTH GRADE

The work of this grade is, in general, a continuation of that of the fifth grade. Effort is placed upon increasing the power to appreciate literature as literature. Content receives more stress, much of the mechanics of reading having been already mastered. The selections are longer and more complete. The simple study of whole masterpieces as standards by which literary values may be judged is begun. Attention is given to the authors of the selections read.

In this as in the preceding grade self mastery of new words is acquired through the intelligent and ready use of the dictionary. The use of reference books and encyclopedias and their indices s taught. Drills are given in distinct pronunciation and clear enunciation of words, in the phrasing or grouping of words, in selecting the important word, or central idea in a group of words. Allusions are interpreted and the simple figures of speech recognized.

The assignment of the lesson is carefully planned and such suggestions and references given as will help the pupil to a self mastery of the thought and feeling.

Power of expression is gained through the mastery of thought and feeling, through imitation and by practice

Variety and interest are added to the reading exercises by sometimes having a child read a selection of his own or the tercher's choosing before the class. Selections must not only be standards of literature but must appeal to the child.

The following books are studied and read:

Fifth Reader.....Cyr.
Explorers and Their Doings..D. H. Knowlton and Co.
The Pilgrim Fathers.....Abbot
Timothy's Quest.....Wiggins
Tales of White Hills.....Hawthorne
Legend of Sleepy Hollow.....Irving

King Arthur and His Court.....Green
Snowbound.....Whittier
The Great Stone Face.....Hawthorne

Spelling

Lessons from text-book
Spelling of misspelled words in lesson papers.
Spelling of words from other subjects of study before written work is required.

Attention is given to the following:

A few simple rules of spelling.
The more common prefixes and suffixes.
The division of words into syllables.
One day of each week is set apart for oral spelling.

Writing

Penmanship is not taught for its own sake, but as an end. Attention is given to errors in legibility and form. To this end much of the writing is required in ink. No special time is set apart for drill in writing, but each written lesson is so considered.

SEVENTH GRADE

Some one has said, "The printed page is the record of the thoughts and deeds of the race." The power to interpret this record is perhaps the greatest of all the arts taught in the school. Success in teaching reading depends largely upon the interest of the teacher. In order to put her pupils into the subject, the teacher must also put herself into it.

In this grade both intensive and extensive reading should be carried on, the time given for each depending upon the class and the aim of the teacher. The pupils should do much silent reading and be called upon to state the salient features of such reading in order to know how far they have grasped the thought. They should be taught how to read silently with the greatest economy of time and with the least conscious effort.

Some time is spent in committing and reciting gems from the literature used, and to have the pupils realize that the purpose in oral reading is to reveal thought to some one who listens.

SEVENTH-GRADE PUPILS IN "EVANGELINE."

In all the work emphasis is laid upon having the pupils form a clear mental picture, for upon this depends natural expression, interest, and a love for literature.

The following selections are studied as literary wholes:

Hiawatha..... .....Longfellow
The Story of the English .....Guerber
Evangeline.....Longfellow
Jean Valjean.....Victor Hugo
The Story of the Romans.....Guerber
Doorstep Acquaintance.....Howells
Sohrab and Rustum .....Arnold
Vision of Sir Launfal..... .....Lowell

Spelling

"Incorrect spelling is an indication of illiteracy; eternal vigilance is the only remedy." Spelling is carefully watched in connection with all the work. A textbook is used as a foundation for the pupils.

Material used

Words from their spelling book
Spelling of words which in their daily work have been misspelled
Writing of dictation exercises
Selection of words from their various subjects

Writing

No special period for instruction is given. Each pupil has his own individual style. His written work is carefully watched and his best effort is always demanded.

"Then upon one knee uprising Hiawatha aimed an arrow." From "Hiawatha," an original play by pupils of the eighth grade.

EIGHTH GRADE

The work of the eighth grade in reading is a continuation of the methods used in the seventh. There is an effort in this grade to arouse in some measure the creative literary instinct and to help the pupils to an appreciation of literary wholes.

The work is made more intensive than in the seventh grade. Broader and deeper thought work and more composition work are required.

Read and studied as literary wholes:

Ten Times One Is Ten.....Ingham
Lady of the Lake..... ....Scott
Julius Caesar.....Shakespeare
The Tempest.....Shakespeare
Battle of Waterloo..... Hugo
Man Without a Country.....Hale
Merchant of Venice..... Shakespeare

Spelling

Same as for seventh grade.

Writing

Same as for seventh grade.

Selections from the following list are read to the children in the grammar grades, by the teacher or by a pupil chosen by the class:

Home Life in Colonial Days.....Earle
Last Days of Pompeii.....Lytton
Legends of the Middle Ages.....Guerber
The Story of Roland.....Baldwin
Myths of Northern Lands.....Guerber
Tanglewood Tales.....Hawthorne
The Courtship of Miles Standish.....Longfellow
Nature in Verse.....Lovejoy
Ivanhoe.....Scott
Knickerbocker History of New York.....Irving
Little Men.....Alcott
Little Women.....Alcott
Twenty Years in Congress.....Blaine
The Boy Emigrant.....Brooks
La Salle and the Discovery of the Great West
.....Parkman
David Copperfield.....Dickens
Child's History of England.....Dickens
The House of Seven Gables.....Hawthorne
Tales from Shakespeare.....Lamb
October.....Jackson
Betty Leicester.....Jewett
Christmas Carol.....Dickens
Sea Side and Way Side.....Wright
The Cloud.....Shelley
Stories of Ohio.....Howells
A Man's a Man for a' That.....Burns
Building of a Nation.....Coffin
The Spy.....Cooper
Hoosier School Master.....Eggleston
Graded Poetry, Book VII.....Blake
Sketch Book.....Irving
Master Skylark.....Bennett
Lays of Ancient Rome.....Macaulay
Captain Courageous.....Kipling
Silas Marner.....Eliot
Pathfinder.....Cooper
Lorna Doone.....Blackmore
Huckleberry Finn.....Twain

Up From Slavery.....Booker T. Washington
Wake Robin..... Burroughs
Paul Jones.... ....Abbot
Stories of American Life and Adventure....Eggleston
With Wolfe in Canada.....Henty
The Boy Emigrant.....Brooks
Tales of Chivalry.....Bulfinch
Famous Men of Modern Times....Haaren and Roland
Book of Golden Deeds.....Baldwin
The Call of the Wild.....London
Story of the Bible..... .....Foster
The Little Colonel .....Johnson
Captain January.....Richards
The Van Dyke Book.....Van Dyke
Rebecca of Sunny Brook Farm..... Wiggins
Oregon Trail..... .....Parkman
In Wildest Africa.....MacQueen
Poems Every Child Should Know.....Burt
Golden Staircase.....Chisholm
Days and Deeds .....Stevenson
Story of Stanley.....Golding
Gulliver's Travels..... ....Swift
Uncle Tom's Cabin.....Stowe
Leonard and Gertrude.....Pestalozzi
Little Jarvis.....Seawell
Hans Brinker..... ....Dodge

Reference Books

Teaching the Language Arts.....Hinsdale
How to Teach Reading..... ... .Clark
Special Methods in Primary Reading.....McMurry
Reading, How to Teach It.....Arnold
The Sentence Method.....Farnham
Teaching of English.....Chubb
Essentials of Teaching Reading..Sherman and Reade
Reading in Public Schools..... Briggs and Coffman
Classics in all Grades.....McMurry
Special Methods in the Reading of Complete English
Classics.....McMurry

Psychology of Reading.....Huey
How to Teach Reading.....Hall
Literature in the Schools.....Welsh
Studies in Literature.....Skinner
Literary Landmarks.....Burt
Studies in Reading.....Searson and Martin

FIRST-GRADE ROOM.

PHYSIOLOGY

FIRST GRADE

General Care of the Body

Care of skin; necessity for frequent baths; for clean clothing; care of hands and finger nails; care of teeth, nose, ears.

The importance of good health. Habits of cleanliness conducive to good health. Necessity for fresh air and proper ventilation; for deep breathing; for breathing with mouth closed. Avoid touching walls. banisters, or any objects, unnecessarily, avoid using public drinking cups, and towels in public places. Emphasize danger of putting things in mouth; of throwing waste (such as apple cores, etc.) in street.

Food and Drink

What food does for the body; where obtained; why we need food; why chew food; water and milk best drinks.

Much of the work in this grade is done through suggestive stories. Little poems, such as the following, are also very helpful in obtaining results.

"Show your hands, if they are clean,
And they should be to be seen;
Hands and faces clean and neat,
On every girl and boy we meet."

SECOND GRADE

Continue the oral instruction in regard to the cleanliness of the person, the home and surroundings.

Foods

Wholesome and unwholesome food; cheap candies; regularity in eating; how much to eat; how to eat.

Drinks

Milk as a drink; water quantity in our bodies; disease germs in water, care of milk.

Why wine, beer and whiskey are bad:
They make the stomach sore
They make the heart work fast
They spoil the blood and the brain
They make a person bad
Stories showing the effect of drink and how the habit is formed

Sleep

Why needed; how much needed; fresh air in sleeping room; going to bed happy.

Growth

Helped by wholesome food, work, play, fresh air and sleep.

Uses of bones and muscles: How strengthened; correct position for sitting, running, jumping, and standing.

THIRD GRADE

Study of foods; their relative value; the keeping of food; care of milk; care of the refrigerator; danger to health in decaying fruit or food; refuse in the cellar; value of sunshine; danger to health from impure water.

Effects of alcohol and narcotics.

Care of the teeth and the relation of sound teeth to good health.

Perform simple experiments to show composition of bones. With this as a basis, teach care of the bones; the reason for maintaining good positions during childhood; uses of the bones; effect of tobacco upon the bones.

Action of the heart and what the pulse tells. Difference between the blood in the arteries and veins. How the change comes about. Teach children where to bind when an artery is cut; where, when a vein.

How the blood is changed in the lungs; need of plenty of fresh air and exercise; care of sleeping rooms; nature of dust dangers of public drinking cups; danger from putting pencils in the mouth.

The uses of the skin and the need for perfect cleanliness.

Study of the special senses; care of ears; care of the eyes.

FOURTH GRADE

The study of the body, of its various parts and organs and their functions, is carried on not as an end in itself but as the basis for intelligent care of the body, which is the essential thing.

Instruction in this subject should be informal and oral. Pupils are encouraged to talk freely. In this way they will reveal their particular habits and needs and the teacher will have the opportunity of helping them.

Emphasize all simple rules of health pertaining to eating, sleeping, and growth of the body.

Lessons should be given on how to preserve strength, the different kinds of physical exercise, and the need of outdoor play.

The Body

Relation of a correct position to a healthy body; right habits of sitting, standing, and walking.

Exercise

Increases circulation; makes muscles harder, larger, and stronger. Increases appetite and digestion.

Sleep

Why needed; what it does for children; how much needed; regular hours; fresh air in sleeping room; airing the room in the morning; changing clothing at night.

Cleanliness

Use of soap and water; bathing; care of teeth and their importance; care of hair, nails; danger of soap and towels in public places.

Clothing, Exposure, etc.

Use of clothing; amount of clothing; change of clothing; caution against damp clothing; sitting in drafts; sitting with leggings and overshoes on.

Food and Drink

Why we need food; meaning of appetite; why we need building food; food for power; food for warmth; a variety of food; a

good diet for young people; a list of most nourishing foods; when to eat candy.

Thirst

Why we need to drink; amount of water we need; why water is best; why tea and coffee are not good for children; caution in use of ice water; source of the Athens water supply.

Cooking and Eating

Reasons for cooking; ways of cooking; changes produced by cooking; dangers in uncooked meats; best ways of preparing meat; why milk is safer when scalded; cooking unripe fruits.

How much to eat; cultivate a taste for all wholesome foods; proper times for eating; regularity in meals; eating between meals; reasons for eating slowly; chewing food well; table manners.

Teeth

Their structure, formation, number; temporary and permament teeth; how care for teeth; cracking hard substances; tooth ache; effect of poor teeth on chewing.

Skin

Kinds; hygiene.

Eyes

Care of eyes; avoid reading too fine print; poor light; on train; while lying down

Breathing

Why we breathe; how we breathe; what we breathe out and what we breathe in; proper method of breathing; dangers of mouth breathing; how clothing affects breathing; location and appearance of lungs; why the blood goes to the lungs; pure air; impure air.

Simple Remedies

For cuts; burns; bruises; nose bleed; frost bites; fainting; chapped hands; burning clothing.

Public Health

Importance of the care of food supplies; cleanliness in streets and all public places; care of garbage; care of wells and reservoirs; danger of common drinking cup.

Hygiene of the Home

Cleanliness in house keeping; germs in dust and dirt; proper way to dust a room; how to sweep; cleanliness in the preparation of dishes; why flies and mosquitoes should be kept out of the house; care of the cellar and yard.

Alcoholic Drinks

Why all alcoholic drinks should be avoided; alcohol not a food; how alcholic drinks differ from fruit juices; drinks that contain alcohol; alcohol creates thirst; hinders digestion; effect on brain, muscles, and other organs.

Injurious effects of tobacco and cigarettes; why cigarettes hinder a boy's business chances; hinder growth and interfere with proper mental and physical development.

Seek to make the children temperate in everything—in eating, in drinking, in playing and in all of life's activities.

FIFTH GRADE

The work is confined chiefly to sanitation and hygiene; proper care of the body; necessity for right living; value of good habits; control of the temper; value of temperance; dangers of intemperance.

A brief review is made of the work in the previous grades such as: correct position of the body; pure air and correct breathing; exercise; sleep; cleanliness; good food; cheerfulness

Protection of Health

Location of slaughter houses, stables, etc. detrimental to health. The adulteration of foods; use of condiments. Sanitary plumbing. Disposal of sewage, garbage and rubbish. Fumigation and disinfectants. Methods of street cleaning in large cities. "White wings" of New York.

Bones

Necessary for support; sizes and shapes; location and use of spine, skull, ribs, breastbone, etc. Joints and their uses. Growth of bones and how to keep them growing right; correct position in standing and sitting. Common accidents; dislocation, sprains, fractures.

Muscles

Motion; voluntary and involuntary muscles; tendons. Muscles strengthened by exercise. Importance of good food and pure air for muscular development. Why athletes avoid the use of alcohol.

The Skin

The covering of the body; uses of inner and outer skin; proper care of cuts and wounds. Pores; perspiration; uses of perspiration; impurities. Care of the skin; bathing; care of the nails, hair and teeth. Clothing; for winter; for summer; frequent change. Injuries to the skin; treatment of frost-bites; injuries from fire; warts.

Digestion

Why; what; the saliva. The stomach; how food reaches the stomach; location, size, shape and action of the stomach; gastric juice. The intestines; liver; pancreas. How food is digested; food most easily digested; difficult of digestion; dyspepsia. Amount of food; how often to eat.

Circulation

Blood; its use; red and white corpuscles; plasma; use of each; pure and impure blood. Organs of circulation; heart, arteries, veins, capillaries; work of each; pulse; trace the circulation of the blood. Where the blood gets its food supply; its oxygen. Temperature. How to know blood from an artery; from a vein; how to stop bleeding; importance of cleansing wounds.

Cause of Fainting; the Nervous System

The brain; control of the body; convolutions of the brain; protection by the skull. The three duties of the brain. Importance of having brain in good working order. Need of exercise

and recreation; dreams. How the brain forms habits; good and bad habits. Narcotics; effect upon the brain; a list of the chief narcotics and their dangers. The nerves connecting the body and brain; spinal cord; kinds of nerves; sensation and motion.

The Sense of Touch

Location; why we feel pain.

The Sense of Sight

The eye; its parts; protection and care of the eye; how to remove substances from the eye; bathing the eyes; should not wipe the eye with towels used by other people. Correct position in reading; proper light; near and far-sightedness; how remedied.

The Sense of Hearing

The ear; its care; causes of deafness.

Sense of Taste

What it tells us; cultivate tastes for wholesome food.

Sense of Smell

Its use.

The Voice

Influence of a pleasant tone; how we make sounds; the vocal cords; care of the voice; when the voice should be saved.

Emergencies

Treatment for stings and bites; for poisoning, burns, nosebleed, fainting, bruises, headache, colds, sore throat; how to remove foreign bodies from the ear, nose or throat. Sunstroke. Treatment of the drowned. How insects affect health; the housefly and the mosquito. Tuberculosis; how to prevent it.

Evil effects of the use of tobacco and cigarettes; alcohol; headache powders; patent medicines.

SIXTH GRADE

The key note of the work in physiology is health. In order that pupils understand the principles upon which the laws of

hygiene are based, a knowledge of the body and of the functions and relations of its various parts is necessary. As a knowledge of structure and function is gained, simple rules of hygiene are formulated. The pupils are led to deduce the rules for themselves as far as possible.

A text-book is used in this grade, and charts, diagrams and pictures are used to supplement the text.

Food

Necessity: preserves bodily heat, creates energy, produces growth, repairs waste

Sources: animal, vegetable, mineral

Kinds: proteids, fats, carbo-hydrates, salts

Quantity and quality: individual needs; effect of age; season, climate, malnutrition

Cooking: purpose, methods, effects

Adulteration of foods

Harmful foods: diseased, tainted, unfit.

Emergencies: causes and remedies for choking, indigestion, vomiting; accidental poisoning

Drink

Water—pure, impure; uses; germs; method of purification; effect of lead pipes; mineral water.

Tea and coffe: effects; adulteration (Alcoholic drinks: effects upon digestion.)

Digestion

Organs: the mouth; the teeth, their structure, and care; the salivary glands, the saliva and its use; pharynx, epiglottis, esophagus; the stomach—location, structure, shape, gastric juice and its use; the liver—location and function; the bile; the intestines; absorption.

Hygiene

Importance of mastication, of eating slowly; effects of cold liquids while eating, of over eating, of violent exercise immediately before or after eating.

Temperance and Intemperance.

Proper and improper eating. The alcohol habit; its physical and mental effects.

The tobacco habit and its effects; the use and effects of cigarettes. Excretory organs.

The Skin

Kinds—epidermis and dermis; pigment and freckles; glands, sweat and sebaceous; perspiration and the care of the skin; hair, nails and their proper care; uses of the skin.

Hygiene

Importance of cleanliness; danger of sudden changes of temperature; danger of drafts; importance of keeping the feet warm and dry.

Kidneys

Form, size and structure; function; how to help them perform their work; danger from overwork and from cold; effects of alcohol.

The Skeleton

Parts; skull, trunk, limbs.

Bones; uses, composition. covering, shape, strength.

Joints; purpose of joints; kinds; how held together; cartilage; synovial membrance.

Emergencies; dislocation; broken bone.

Hygiene; necessity of proper food and exercise; proper and improper positions.

The Muscular System

Muscles; appearance, structure, shape: kinds and method of action; tendons and the uses of muscles.

Hygiene; sprains; effects of exercise; correct posture in sitting, standing and walking; value of outdoor games and exercises.

The Blood and its Circulation

The blood: its composition—corpuscles and plasma, the uses of each; kinds—arterial and venous; the uses of the blood.

Organs: the heart—its structure, action and function; arteries, capillaries and veins; their structure and function;

The circulation: to the lungs, through the body, purpose of each; changes in the blood; the pulse; temperature of the blood.

The lymphatics: spaces, tubes, and glands; the lymph and its work.

Emergencies; bleeding from nose, artery, vein; fainting, sunstroke.

Hygiene: effects of exercise on the heart; danger of over exercise; danger of sudden fright; danger of plunge in very cold water; danger of blow over heart.

The Respiratory System

The air passages: nostrils, pharynx, larynx, trachea, bronchial tubes; location, structure and use of each.

Lungs: location, structure, use.

Process of respiration; diaphragm, inspiration, expiration; composition of air; changes produced in the air.

The voice: larynx, vocal cords, epiglottis.

Diseases: croup, asthma, pleurisy

Hygiene: importance of deep breathing; value of deep breathing; breathing through the nose; breath ng through the mouth; bad effects of tight clothing; precaution against taking cold.

Ventilation

Air: fresh and foul.

Manner of ventilating a room.

Care of sleeping room.

Dust: its influence on the lungs; medium of disease.

Emergencies: suffocation; drowning.

Diseases caused by different occupations.

SEVENTH GRADE

The teaching of pure physiology in the school room is by no means to be desired, but rather the awakening of intelligent interest in those principles of sanitary science which underlie a healthy life. With this knowledge should be correlated the recognition of family and civic duties and responsibilities. The

teacher must strive to make pupils realize the importance of the subject, and to arouse in them a living interest in the ideals of healthy moral and physical surroundings.

When the pupil is old enough to make a formal study of any branch of hygiene, he should be taught with the same direct appeal to sense-experience that we insist upon in other branches of science, and only those portions of the study should be selected which are capable of practical treatment.

The Nervous System
- Structure of nerve tissue
- Brain: size, weight, and form; cerebrum, cerebellum, medulla oblongata; function of each
- Spinal cord: structure and function
- Nerves: sensory, motor; messages and their speed
- Habit: effect on character
- Derangements: headaches and causes
- Diseases: insanity, melancholia, delirium tremens
- Hygiene: dreams; fatigue and rest; sleep
- Narcotics: effects of morphine, opium, laudanum, and other narcotics
- Effect of alcohol and of tobacco, especially upon the young

The Special Senses
- Sight: organs; structure and functions; normal sight; near and far sight; hygiene of the eyes. Testing eyesight
- Hearing: organs; structure; functions. Defective hearing. Hygiene of the ear, removing wax, blows on ear, adenoids and their effect
- Touch: organs; structure and functions
- Taste: organs; structure and functions
- Smell: organs; structure and functions

Teeth
- Function: structure; kinds; hygiene—tartar, decay, diseases, care, etc.

Diseases
- Bacteria; dangers in food, water, and air
- Transmission of disease germs
- Infectious diseases—cancer, leprosy, etc.

Contagious diseases—grippe, chickenpox, scarlet fever, measles, typhoid fever; diphtheria and antitoxin

Effects of alcohol and of tobacco

Effects of physical exercises

Emergencies

Fainting, suffocation, bleeding, burns, sunstroke, drowning, poisons

Public Sanitation

Food inspection, milk inspection, garbage; house fly and typhoid fever; mosquito and yellow fever

For Investigation and Discussion

Function of government in the protection of health of citizens

Powers of Board of Health

The agency of insects, and of dogs and cats, rats and mice in spreading disease

Smallpox and vaccination: nature of dust

Adulteration of food; harmful food, diseased food, tainted, etc.

Care of food and of refrigerator. How water and milk are purified

System of ventilation in school buildings

Black Hole of Calcutta; fire damp; gases and odors from stoves and furnaces; effect of furs and mufflers. Exercise, value of recreation

Reference Books for Teachers and Pupils

Good Health.....Gulick
Primer of Hygiene.....Ritchie-Cadwell
How to Keep Well.....Blaisdell
Child's Book of Health.....Blaisdell
School Hygiene.....Kotelmann
The Human Body.....Martin
Life and Health.....Hurty
Growth and Education.....Tyler
First Aid to the Injured.....Doty
Healthy Boyhood.....Trewlny
Hygiene Physiology.....Lincoln
The New Century Primer of Hygiene.....Hall

Primary Lessons in Human
Physiology and Hygiene.....Baldwin
Good Health..... ....Jewet
Graded Lessons in Physiology and Hygiene....Krohn
Sanitation in Daily Life .....Richards
Industrial and Personal Hygiene .....Koler
Principles of Sanitary Science
and Public Health.....Sedgwick

HISTORY

The moral aim in the study of history is to know human thought and feeling in their individual, social and political aspects and thus to help the pupil to adjust his own actions to their highest needs. We endeavor to teach the child to love honesty and nobility, in order that we may build and strengthen his character, and ultimately, that he may purify and elevate public life.

The right teaching of these subjects holds before the pupil deals of noble living. It encourages him to high aims in every walk of life. "The ideal is the real, but rid of contradictions, unfolding itself according to the laws of his own being, apart rom alien influences, and disturbance of chance."

The history and literature carefully selected, appeal to the feeling side of the child, and leaves him with a better insight into what people ought to be, and a deeper love for courage, courtesy and unselfishness.

The period of primitive culture, selected for the lower grades, is that representing the simplest modes of living. The child is not only interested in lower civilization, but from a higher plane, he works out the problems of primitive people, and thus sees the gradual development of the race.

The story of Hiawatha is especially adapted to the first grade. The child's only basis of relating new ideas, is through his experience. Through the simple life of Hiawatha, the child is brought into close touch, and he enters sympathetically into the feeling, thinking and doing of his hero.

The Tree Dwellers and Early Cave Men are full of experiences that parallel those of his own life. His imagination is active. He goes with them through all their hardships, appreciating their fear of the wild animals. He sympathizes with them when food is wanting. He rejoices with them in their first rude weapons. How proud he feels at their attempt at

weaving; but upon their discovery of the uses of fire, his joy knows no bounds.

In this, as in any work of the school, if the thought is above the stage of development, the result is indifference on the child's part, and the work becomes purely mechanical. On the other hand, if the material be rightly chosen and rightly-handled his conceptions become clearer and clearer, his experiences broader and more definite. It will open up to him a world of wonder and enjoyment, and, as in art and music, a world of beauty and pleasure.

NOTE—Careful study is given in all of the primary grades, but especially in the first and second grades, to holidays and special days. The work is taught through pictures, poems, stories and songs. This work funishes much material for seat expression, such as drawing, paper-cutting and clay-modeling.

FIRST GRADE

In the history work of this grade the home life of other peoples of varying degrees of civilization is contrasted with our own. Representative types are chosen to show the effect of different climatic conditions upon man. The Indian serves as an excellent type to connect primitive life with modern, and is studied through the story of Hiawatha.

This study of the home life of the different tribes or nations deals with the house, occupations, dress, food and customs as will be seen from the following outline of the work

The Indian

Country; conditions of life; forest; birds and animals

Indian's appearance; dress; ornaments

Home life: How houses were built; furniture; care of babies; games of children

Food: Where obtained. (Securing it by means of hunting, fishing, and simple farming). Story of the Maize

Hiawatha's childhood: his chickens; the bluebird and robin; their homes and "secrets." The firefly, rainbow, star comet, northern lights. His brothers; rabbit, squirrel and beaver; their homes and "secrets"

Lessons of kindness: why "these things" loved Hiawatha
Tools used by the Indian
Making the bow and arrow; why use ash for bow, oak for arrows
Killing of the deer; necessary for food and dress. The feast
Dishes of Hiawatha's time. Making of pottery
Mode of transportation. Story of Hiawatha's canoe
Picture writing

In the winter months, the conditions existing, prepare the children for the questions of the effect of cold upon environment. Attention is called to the destruction of plant life; the thickening of the fur of animals and the necessity for warmer clothing. These questions are used to introduce the children to a country where no vegetation exists, the home of the Eskimo. Here again the question of food, shelter, clothing and condition of living are discussed.

The Eskimo

Country; climate, vegetation
Homes: Material; how made; inside of igloo; stove, fuel; bed; how lighted; summer homes
Dress: Materials; why of fur; how made; needles and thread used in sewing
Food: Where obtained, weapons used
Animals: Uses to Eskimo. Which ones hunted on land and which ones in water. Their protection from the cold
What means of defence has each animal?
Transportation: Study of kayak; sledges
Eskimo games and plays

In the spring the Eskimo home is studied and contrasted with our homes.

The Japanese

Country; condition of life; people. Material for homes; differences in construction; sliding walls; reason for them
Furniture: Source of most all building materials in Japan
Characteristics: Cleanliness and extreme politeness
Food; how cooked; how served

"FOX BABY AND THE PRINCESS," DRAMATIZED BY FIRST-GRADE CHILDREN.

Dress: Materials; uses of sleeves of kimonos; shoes; custom of leaving them outside of houses

Japanese school: Manner of preparing lessons; books; writing.

Home duties and the play of little Japanese children contrasted with ours.

Festivals; "The Festival of Dolls;" "Feast of Banners;" "Feast of the Lanterns," and the Japanese New Year.

In the construction work, clay modeling, cutting, drawing and painting are used by the children in imitating the industrial life that comes within range of their experience.

Things to be made; (Indian) wigwam; canoe; cradle; clay dishes and clay beads.

(Eskimo) Igloo; kayak; sledge; stove; utensils, weapons. Seal, dog and bear modeled.

(Japanese) Lanterns; fans, kimonos, shoes, parasols and kites.

Literature

How Robin Got Her Red Breast; How Beaver Got Fire From Pines; Where the Chipmunk Got Black Stripes; How Brer Rabbit Lost His Long Bushy Tail; The Hunter Who Trapped the Sun; The Two Weasles; Nopi and the Famine; The Boy Who Became Chief; Thor and the Frost Giants; Apollo and Python; Ikwa; Cherry Blossom; The Princess and the Fox Baby; The Dream of the Golden Box.

References

Indian History for Young Folk .....Drake
Indian Myths..... ....Emerson
Hiawatha..... ....Longfellow
Hints on Study of Hiawatha. .....Krackowiser
Children of the Wigwam.....Chase
Legends of Red Children.....Pratt
Children of the Cold..... ..Schwatka
The Wide World ....
Around the World..... ... .Carroll
Little Folk of Many Lands.....Chance

Japanese Folk Stories.....Nixon-Roulet
Indian Folk Stories..... " "
Eskimo Stories..... .....Smith
Northward over the Great Ice.... .....Peary
History of Mankind..... .....Ratzel
Story of Japan..... ..... Vanbergen
Ume San in Japan... .....McDonald and Dalrymple
Behind the Screens in Japan.....Adam

SECOND GRADE.

Primitive People studied through The Tree Dwellers, and Early Cave Men.

Tree Dwellers

AGE OF FEAR

How they lived
Sharptooth the first weaver
Made first cradle
Music

FIRE

How fire originated
Their conception of fire; a great Monster
Necessity of making friends with "The Monster"

FIRE CLAN

Effect upon the Tree Dwellers
Division of labor
This study leads the children to understand the growth of the race
Social life, family authority, significance of numbers, employment, customs, amusements
Needs of concentrated action and leadership.

Early Cave Men: Age of Combat

A CAVE

How the Fire Clan got a cave
Focus the attention upon the needs that called forth the simple mechanical inventions
Skins worn as trophies, developed into clothing for protection

USES OF FIRE

Means of defense
For cooking meat
Protection from cold

THE FLOOD

What it meant for the cave men

THE COUNCIL

Leads to clan organization
Beginning of social education
Beginning of race knowledge
First great step toward civilization
Invention of fire drill. Influence of one dominant soul over all the others.

HOME LIFE OF AB

Learns to tan skins, to make thread and needles, also sandstone vessels for cooking
Making of weapons
  Flint scraper, drill, spear head, ax
  Invents the bow and arrow
  Basket weaving

Lake Dwellers

Picture the country, mountains, valleys, plains, rivers, lakes
Points in favor of their location, safety, food supply, water
Their home: material, mode of construction
Enemies: Bear tribe
Tools: stone hammer, arrow head
Occupation
  Spinning, weaving, fishing, hunting, making pottery, agriculture
  Animals: sheep and goat
  Wealth: bronze.

Robinson Crusoe

Home life
The Shipwreck
The Island

Visit to the Ship.
Robinson's island life in its simple primitive condition
Building house, cooking, exploring the island
Pottery making, keeping diary, building boat, time keeping
Coming of Friday
  Importance of division of labor
  Return home

Let the children draw their own inferences as the result of disobedience.

In all the history work the children make representative things in drawing, painting, paper cutting and paper weaving, basketry and clay modeling, showing the industries and the arts of the people.

Make use of sandtable to represent the country.

References

Robinson Crusoe.....McMurry and Husted
Robinson Crusoe.....Baldwin
Robinson on His Island.....Cowper
The Story of Ab.....Waterloo
The Primitive Family in Its Orgin and Development
.....Starcke
The Place of Industries in Elementary Education..Dopp
Origin of Inventions.....Mason
Report of Bureau of Ethnology 1884-5,.....
  Fire Making.....Hough
Course of Study in History Literature.....Rice
Organic Education.....Scott
Ab, The Cave Man .....Nida
The Tree Dwellers.....Dopp
The Early Cave Men.....Dopp
The Later Cave Men.....Dopp
Lodrix, The Little Lake Dweller.....Wiley and Edick
Woman's Share in Primitive Culture.....Mason
First Steps in Human Progress.....Starr
Prehistoric Man.....Lubbock

A Roman Criminal meets a Vestal Virgin by accident, and thereby gains his freedom.

"Let me feed the fire, Bodo, while you go up into the tree and sleep." A scene from the "Tree Dwellers," dramatized out-of-doors.

THIRD GRADE

The children use no text in this grade, the developing method being used where it can be followed to advantage. Much data is reached through discussion; but whenever it seems better to tell the fact outright, that is done. Nowhere is it more important that the teacher feel the richness of her subject than in the teaching of history.

In all work in history, maps are freely used. Direction, location, effect of climatic conditions, etc. are noted.

Cliff Dwellers

Location

Canyons of Colorado, Rio Grande, Rio de Chelly.

Homes

Construction; by nature; by man

How materials were brought to the heights

Means of access

Reservoirs. Why necessary

Tools: hammers and axes of granite and flint. Weapons used in defense of homes; bows and arrows, stone axes.

People

Color; size; characteristics, peaceable, intelligent, industrious, artistic, temperate, deeply religious.

Ocupations

Agriculture carried on down near the water courses. There are evidences they understood irrigation.

Crops

Corn, wheat, beans, cotton, peaches after the Spanish invasion. Other occupations were basket weaving, pottery and carving in rocks—the petroglyphs.

Religion, ceremonials: The people are pantheistic, defying the great powers of nature, not however worshipping inanimate objects but the spirit back of them.

Study Kiras on temples which are underground ceremonial chambers where sacred rites are performed.

Elaborate ceremonials are the snake dance and the flute dance, both of which are prayers to the spirit of the clouds, the

thunder and the lightning that rain may fall upon the growing crops.

Descendants of Cliff Dwellers.

NOTE—It is not known what caused the exodus of ancient cliff dwellers from their early homes, but recent explorations have shown that many homes were suddenly abandoned. Many of the Indians living in the Pueblos of the southwest—the Hopi and the Santa Clara Indians—claim descent from ancient cliff dwellers, but these are variants differing in many respects from the earlier types.

Greek History

Study of Pelasgians; homes, means of subsistence, weapons and tools.

Influence of Egyptians upon Greeks. Inachus; use of fire, and to build homes, use of bronze and iron tools. Cecrops; agriculture begun, wheat, olive trees, vineyards. Women began to weave and spin.

Influence of the Phoenicians. Cadmus and the legend of the founding of Thebes; commerce begun, navigation, alphabet brought to Greece.

Myths and legends belonging to early period of Greece. Deucalion daeda, his Jason and the Golden Fleece, Thesus and the Minotaur Hercules.

Paris: childhood and youth.

Trojan War: cause, Greek leaders, Agamemnon, Menelaus, Ajax, Nestor, Ulysses, Achilles. Siege of Troy; principal events occurring during siege. Study Trojan leaders, death of Hector, escape of Aeneas to found Rome. Story of Iliad thoroughly studied.

Odyssey: wanderings of Ulysses, land of the Lotus Eaters. Cyclops, Aeolus and the bag of the winds, Circe's palace, Sirens' Isle, Scylla and Charybdis, visit to Calypso, return to Ithaca. Ulysses and the great bow.

Study life of Homer.

Life in Sparta: training of boys and girls, the public tables, laws of Lycurgas.

Persian Invasion: Part Hippias had in interesting Darius in Greece. Leaders of Greek forces, Miltiades, Themistocles, Aristides, Battle of Marathon.

Invasion of Xerxes: Strength of Persian forces. Leoniadas at Thermopylae, burning of Athens, battles of Salamis and Platea.

Athens under Pericles: Public improvements, Parthenon. Motive of Pericles in giving Greeks this environment. Greatest period in Greek Art, in architecture, sculpture and histrionic art. Phidias, Sophocles, Aeschylus.

Socrates as a teacher; three most famous pupils, Plato Xenophon, Alcibiades.

Accusation and death of Socrates.

Retreat of the Ten Thousand under Xenophon.

Philip of Macedon: Where Philip was raised. Effect of this environment upon his later life. Philip's great ambition. His early conquests, Thrace, Olynthus, Thessaly. The antagonism of Demosthenes. Change in methods of fighting and its results. Macedonian phalanx.

Alexander: Events occurring the day of his birth which made Macedonians believe Alexander was born to greatness.

Alexander as a boy, his plays, his studies, story of Bucephalus, his studies under Aristotle, Alexander's generous recognition of his debt to Aristotle.

Alexander as a young man and as king. Under his father, Alexander at eighteen, commanded one wing of the army at Chaeronea, becomes king at twenty. Reconquers Thrace and Greece, then sets out to conquer Persia and all the known world. Alexander at Granicus; Gordium and story of Gordian Knot; at Cydnus and story of Alexander and his physician, Philip; march toward Egypt, founding of Alexandria; return from Egypt and pursuit of Darius. Alexander at Babylon and Susa, his intemperance and death.

Division and consequent weakening of realm of Alexander. Battle of Ipsus, after which kingdom was divided into four parts, Egypt, Persia, Thrace and Macedonia.

Demetrius at Athens.

Achaean League: Achaeans enter into treaty with Romans.

Aetolian League: War of the two leagues. Rome aids Sparta and Aetolians against Achaeans and Macedonians.

Greece becomes a Roman province.

References

The Prehistoric Ruin of Tsankawi.

Beam, National Geographical Magazine, Vol. XX

Frederick Monsen's articles, Pueblos of the Painted Desert, Primitive Folk of the Desert, Festivals of the Hopi, found in The Craftsman, Vol. XII. Pueblo Indians, Standard Nat. History.

Description of Pottery, Warner's Our Italy, Chap. XVI.

Antiquities of Jemez, Hewett.

Surprises of New Mexico, Chap. VI.

Lummis's Land of Poco Tiempo, Chap. III.

Strange Corners of our Country, and A Tramp Across the Continent. Indians of the Southwest, Doesey.

Lotami, Bayliss.

The work in Greek history is based largely upon Guerber's Story of the Greeks but many other books are used. Famous Men of Greece, Haaren and Poland.

Outline of Greek History, Morey; History of Greece, Botsford Ancient Athens, Gardner; Stoddard's Lectures, Vol. I. Travel ogues, Burton Holmes, Vol. III.; Classic Myths, Gayly; Myth of Greece and Rome, Guerber.

Story of Troy, Clarke; Story of Ulysses, Clarke; Story of Ancient Greeks, Shawe.

As aids to this study, the Perry Pictures, the Brown Pictures as well as the pictures hanging in studio, halls and class rooms of the State Normal College are studied.

FOURTH GRADE

Hebrew Life

There are few stories which are more intensely interesting than those that have come down to us from antiquity through the medium of the Hebrew Scriptures.

The history of the Hebrew has been so generally and so exclusively employed for the purpose of imparting religious instruction, that its purely literary qualities and historical values have not always received much merit.

It is our purpose to teach briefly the history of the origin of the Hebrew race, and of the chief events connected with the life of that people down to the birth of Christ.

Study the life of the Hebrew with reference to food and clothing; houses and furniture; modes of travel and communication; occupation; amusements; education; religion; government.

Children should become familiar with the following stories: Adam and Eve; Abraham; Joseph; Moses; Ruth; Saul; David; Solomon; Daniel; Jesus.

Roman History

There is little that is of more practical value to the young folk of today than the history of Rome. Many of the difficulties and advantages of the Roman Republic are akin to those of our own American Republic.

As the Romans were the people who received the Greek knowledge, added to it, and carried it to what is now France, England, Spain, and Germany, from which the discoverers and colonizers of our country came, they may be considered as one of the makers of America.

Begin with the early tribe of Romans on the banks of the Tiber and carefully trace their history in conquering and organizing all the lands about the Mediterranean and Western Europe, into a nation whose government ruled the world. Follow this with the decline of the Roman Empire and the adoption of Christianity under the rule of Constantine in the beginning of the fourth century.

As introductory to Roman History teach the story of Æneas from the leaving of burning Troy to the landing on the banks of the Tiber.

The story of Romulus and Remus should be carefully given from the birth of the twins to the founding of Rome by Romulus in 753 B. C.

Teach the geography of Italy; location of Rome; seven hills; plains; the Tiber.

Roman history is divided into three periods:

Rome as a Kingdom.
Rome as a Republic.
Rome as an Empire.

Rome as a Kingdom:

This period extends from the reign of Romulus to the expulsion of Tarquin the Proud.

Take up the reign of each of the seven kings giving most important facts.

Manner of founding Rome; ways of getting people to come to Rome to live; laws; temples; streets; roads; aqueducts; classes of people; public buildings; Forum; Circus Maximus; government; calendar; census.

Rome as a Republic:

This period extends from the expulsion of the kings to the establishment of the empire under Augustus Cæsar.

Tarquin's efforts to regain the throne; aid of Lars Porsena; story of Horatius; at the Bridge; bravery of Mucius; battle of Lake Regillus; story of Castor and Pollux.

Form of government; officers; duties.

Grievances of Plebeians; character of Plebeians; treatment by Patricians; first and second secession; fable of the stomach; establishment of tribunes.

In struggle with neighboring tribes teach the story of Camillus, Coriolanus, and Cincinnatus. The victories gained by these men, together with the capture of Tarentum and the land gained by the Samnite Wars made Rome master of all the Italian Peninsula.

Written Laws: Need of them; how published; effect on Plebeians; effect on development of law.

Amusements: Games; races; circus; theater; amphitheater; banquets; baths.

Religion: Gods and goddesses; Vestal Virgins; augurs; priests; temples; holidays; processions.

Education: Physical; mental; for citizenship.

Home: Plan of house; furniture; utensils; meals; hospitality.

Period of Conquest: How Rome conquers Carthage; mode of warfare; first navy; Regulus; Hannibal; Scipio; conquest of Sicily and other Mediterranean countries.

Trouble Within the Republics: Story of the Gracchi; rise of Marius; Sulla; Pompey the Great.

Julius Cæsar: Ambition; power; conquests; character; what he did for Rome; what he did for the world.

Rome as an Empire:

Reign of Augustus; age of literature; birth of Christ; beginning of a new era.

Rest of Twelve Cæsars: Persecutions of Christians; suffering under Nero catacombs.

Five Good Emperors: Nerva; Trajan; Hadrian; Antoninus; Marcus Aurelius.

Decline and Fall of Empire: Divided under Diocletian; united under Constantine; fell under Romulus Augustulus A. D. 476.

References

The Story of the Chosen People.....Guerber
Stories of Ancient People..... .....Arnold
Old Stories of the East.....Baldwin
Old Testament Narratives.....Sheffield
Bible Stories..... ....Hadley
Old Testament Stories.....Riverside Series
Old Testament.....Bible
The Story of the Romans.....Guerber
Horatius at the Bridge .....Macaulay
The Story of the Roman People.....Tappan
Stories of Old Rome.....Pratt
Ten Boys.... ....Andrews
Little Arthur's History of Rome.....Butterworth
Outlines of Roman History. .....Morey
Outlines of Roman History .....Newton and Treat
The City of Seven Hills.....Harding
Bible Dictionary.. .....Smith
The Common People of Ancient Rome.....Abbott
Stories of the Olden Times.....Johonnot
After School Library..... .....
The New Student's Reference Works.....

FIFTH GRADE

History is introduced into this grade by means of biography. Strong types are chosen for this purpose. They represent the

"Julia, these are my jewels." "How you shame my vanity, noble Cornelia." A scene from "Cornelia's Jewels," by fourth-grade pupils, in connection with Roman History.

"Let all be forgotten between us,—All, save the dear old friendship, and that shall grow older and dearer." A scene from "The Courtship of Miles Standish;" dramatized by fifth-grade pupils.

most important builders of our country from the year 1000 to the beginning of the American Revolution. Each character receives attention in proportion to the reach of his influence.

These lessons present the environment of these men, their aims, their hardships and enjoyments, their efforts to overcome difficulties, the results of these efforts and their influence upon the making of history.

Since History stories are full of problems which may stimulate the thinking power, these are presented orally, chiefly by means of development questions; the pupils are required to think the results of various conditions presented to them. The teacher should also make use of narration, descriptions and readings from books; maps, blackboard sketches, pictures and other illustrative material. Pupils are often required to reproduce these stories from an outline previously developed. These outlines may serve for written compositions in language.

A distinct outline should serve as a basis for a thorough handling of the story. The following is used as an illustration:

Christopher Columbus:

Results of Marco Polo's travels.
Trade with the far East.
Articles of trade.
Genoa and Venice, important trade centers.
Trade routes of each.
Capture of Constantinople by the Turks.
Genoa's route prevented.
Necessity for a new route.
Interest of other countries.
Early life of Columbus.
Education; fours years at University of Pavia.
Explorations as a sailor.
Beliefs of the majority of the people as to the shape and size of the earth.
Belief of Columbus; advice of Toscanelli.
Influence of Polo's Book.
Columbus's plan to reach India by sailing west.

HIS COURAGE AND PERSEVERENCE
Seeking aid from Genoa, Venice, Portugal and Spain.

Long wait in Spain; aid given by Queen Isabella.
First voyage; preparations; type of sailors.
Ships; size, number and appearance.
Length of voyage; meeting of sailors.
Land discovered; San Salvador.
Return to Spain; his reception.

HIS DISAPPOINTMENTS

Second voyage; colony on Haiti.
Failure to find riches; faith of Queen Isabella.
Return to Spain; reception.
Third voyage; discovery of South America.
Treatment by colonists; return in chains.
Last voyage; sufferings on Panama.
Returns broken-hearted; sickness and death.

RESULTS OF HIS EXPLORATIONS.

What he did for Spain, Europe; America.

The other characters in our history are outlined and taugh; in a similar manner.

The Northmen: Lief The Lucky; Eric The Red; Biarni; Thorvald; Karlsefin.

Marco Polo: The adventures of Nicolo and Maffeo Polo Marco Polo in China; return to Venice; his book.

The Spanish conquest and explorations: Balboa; Ponce de Leon; Magellan; Hernandos de Soto; Cartez; Pizarro.

The early English explorers: John and Sebastian Cabot; Sir Francis Drake and Sir John Hawkins; Sir Walter Raleigh and Sir Humphrey Gilbert. The French explorers: Verrazani; Cartier; Ribaut; Champlain; Joliet and Marquette; LaSalle and Tonty.

Dutch explorations: Henry Hudson; the Dutch in America; settlement of New York.

Early Colonial History: Captain John Smith and Pocahontas; Settlement of Jamestown; the Indians; Nathanial Bacon; Myles Standish and the Pilgrims; Plymouth. Governor Winthrop and the Puritans; Boston; Roger Williams; Providence.; King Philips War; Lord Baltimore; Maryland; William Penn; the Quakers; Pennsylvania; General James Oglethorpe; Georgia.

Benjamin Franklin: Early life; Franklin the citizen.
Abraham Lincoln: Early life; lifework.
The expedition of Louis and Clark.

References:

Builders of Our Country, Books I and II...Southworth
The Life of Columbus.....Lamartine
The Conquest of Mexico and Peru.....Prescott
First Book in American History.....Eggleston
Explorers and Founders of America Foote and Skinner
Children's Stories in American History.....Wright
First Lesson in U. S. History.....Channaing
Primary History of United States.....McMaster
Stories of American History.....Blaisdell
Beginners' American History.....Evans
Beginners' History.....Montgomery
Pioneers on Land and Sea.....McMurry
Pioneers of Mississippi Valley.....McMurry
The Discovery of the Old Northwest.....Baldwin
Heroes of the Middle West.....Catherwood
Four American Explorers.....Kingsley
Indians and Pioneers.....Hazard & Dutton
Four Great Americans.....Baldwin
Story of the Thirteen Colonies.....Guerber
Richard of Jamestown.....Otis
Mary of Plymouth..... "
Ruth of Boston..... "
Peter of New Amsterdam..... "
Calvert of Maryland..... "
Stephen of Philadelphia..... "
Autobiography.....Franklin
Life of Lincoln.....Baldwin
Words of Lincoln.....Thomas
Lewis and Clark.....Lighton

SIXTH GRADE

The immediate purpose of history at this time is to create an interest in historical characters. At this stage of the child's development his interest centers in real historical figures.

Admiration for what is heroic is a powerful formative influence. The life of the child grows to what it studies and admires.

Through the study of central historic figures the child gains abundant material out of which the imagination may contract pictures of historical events. He learns to appreciate the worth of moral courage, self-reliance, patriotism, self-sacrifice and perseverance. His judgment is trained in showing that effects follow certain causes and that men's thoughts and feelings may be judged by their acts.

The child is introduced to each character through the story as told by the teacher, and much depends upon the manner of the telling.

Ample time is given to the development of each life. One or two lessons may be enough for the less important characters; but a series of lessons is given in the presentation of the greatest Americans. Whenever possible the pupil is given an opportunity to exercise his own imagination and judgment in drawing inferences, in solving historical problems, and in comparison of historical persons and events.

Geography, or the place relation, now comes into view and the stories are reinforced by the use of maps and by map drawing.

The careful working out of the story is followed by its oral reproduction by the children. The story is then outlined on the board. The children are encouraged to help in this work and before the end of the year are able, with very little help, to complete simple outlines. These outlines are used for oral reviews and for written reproductions.

Selections from suitable texts and references for collateral reading are given from time to time. These assignments are very definite. Poems of historical significance are read and a few of the choicest memorized. The collecting of pictures and of historical post-cards is encouraged.

The characters are so chosen that the chief events of American history are included and their chronological relationship made clear.

The characters studied are: Patrick Henry, Samuel Adams, George Washington, Phillip Schuyler, Nathaniel Green, Paul

Jones, Lafayette, Alexander Hamilton, Thomas Jefferson, Daniel Boone, Eli Whitney, Robert Fulton, George Stephenson, Oliver H. Perry, Thomas McDonough, Andrew Jackson, Henry Clay, Daniel Webster, Dewitt Clinton, S. F. B. Morse, with Cyrus Field, Marconi and Alexander Bell, Abraham Lincoln, U. S. Grant, Robert E. Lee, David G. Farragut, Cyrus McCormick, Clara Barton, George Dewey, Thomas A. Edison.

Outlines similar to the following are used:

Thomas Jefferson

- Introduction
  - His parents, birth and social position
- Boyhood; Home life, early education
- Young manhood
  - College life, industry
  - Clear thinking and forceful expression
  - Acquaintance with Patrick Henry
  - Member of Virginia House of Burgesses
  - Delegate to Second Continental Congress
- The Continental Congress
  - Why Americans were angry with King George
- Declaration of Independence
  - The resolution, the committee
  - Writing the Declaration of Independence
  - Signing the Declaration
  - How the Declaration was received
- Jefferson's Home
  - Monticello, hospitality and politeness
- Jefferson's Work in Virginia
  - Changing law of entail
  - Repealing tax for support of the Established Church
  - Founding the University of Virginia
- Public Positions
  - Governor of Virginia
  - Envoy to France; what the French thought of him
  - Secretary of State; President
- President of United States
  - Simplicity
  - President two terms

Purchase of Louisiana Territory
Extent, cost, importance to the United States
Lewis and Clark expedition
Return to Monticello
Peaceful years at home
Jefferson's and Adam's death on the fiftieth anniversary of the Declaration of Independence
Conclusion
Important events in the life of Jefferson
Characteristics
Studious and scholarly
Noble in thought and deed
Lover of freedom; thought slaves should be free
Kind, polite, hospitable
Statesman and diplomat

Map Work
Locate Charlottsville, Williamsburg, Philadelphia, Paris; sketch map of United States, trace original territory and territory after Louisiana Purchase; trace Lewis and Clark's Expedition

Comparisons
Jefferson and Patrick Henry
Washington and Jefferson
Jefferson and Samuel Adams
Triumphs of peace and war

Problems
What was best for the Americans to do when the king was treating them so badly?
Why was Jefferson chosen to write the Declaration?
How would the Declaration be received by the people?
Why do we celebrate the fourth of July?
Why was it important for the United States to own the Louisiana Territory?
What would have to be done on an expedition like that of Lewis and Clark's?

NOTE—Problems are given the children during the development of a character and their conclusions compared with historical facts.

References

Stories of the Old Dominion.....Cook
Century Book of Famous Americans.....Brooks
Century Book of the Revolution.....Brooks
Stories of the Old Bay State.....Brooks
Hero Stories from American History
.....Blaisdell and Ball
Life of Washington.....Irving
Four American Naval Heroes.....Beebe
Children's Stories of American Progress.....Wright
Four American Patriots.....Burton
Four American Pioneers.....Perry and Beebe
American Inventions and Inventors.....Mowry
Home Life in Colonial Days..... Earl
Naval War of 1812..... Roosevelt
Four Great Americans.....Baldwin
True Story of U. S. Grant.....Brooks
Builders of Our Country, Book II.....Southworth

SEVENTH GRADE

Dr. Harris has said, "History is a window of the soul, that looks out upon the deeds of the race. It shows man engaged in the work of revealing what is essential in his inward nature and what he makes real in his institutions—the family, civil society, the state, the church."

The study of our own national history is first in order, but it cannot be carried very far without involving us in the great European movements that led to the discovery and colonization of America.

The broad aspect of history cannot be effectively taught in the grammar school. History must be adapted to the power of the child. The mistake of regarding the child as an adult is a source of great waste in the teaching of many subjects, and especially is this true of history. While one's own country should, of course, be most prominent in the study of history, yet abundant use should be made of well chosen material from the countries which have contributed to our present civilization.

American history was closely related to European history until the beginning of the last century.

The number of dates learned should be small. The dates of the principal events should be learned, but the order and continuity of important events is more important than the exact dates.

The following work in history is covered in the seventh grade:

Subject Matter—For the first half year—English history. For the second half-year—American history to the close of the revolution.

The Britons; Invasions by Julius Cæsar
Introduction of Christianity
The Danish Invasions; Alfred the Great
Norman Conquest—Life, customs, civilization, etc.
Thomas a Becket, Richard the First, Crusades
King John—Great Charter
Joan of Arc—The Black Death
Caxton and the printing press
The Cabots, Raleigh, Drake, etc.
Queen Elizabeth and her reign—Shakespeare
The Puritans and Pilgrims, Oliver Cromwell, etc.
Queen Victoria, Gladstone, and modern England
United States History
Periods of Discovery, Exploration, Colonization, Revolution, and Formation of the Union
Period of Discovery and Exploration
Knowledge of the earth in 1492
How the Atlantic Ocean was regarded
Boyhood and Story of Columbus
Rivalry of Genoa and Venice
Motives of Columbus
The voyage and discovery
Significance of the name "West Indies"
Death of Columbus
Voyages of the Cabots (Importance)
Magellan, Ponce de Leon, De Soto,
Drake, Raleigh, Cartier, Champlain,
La Salle and Marquette

French motives of discovery
Story of Hudson
Early people found here—Indians

Period of Settlement or Colonization

Study the thirteen colonies in a way similar to the following outlines:

Virginia
- Cause of settlement and date
- Character of the colonists; their aims
- The community idea (Lessons taught)
- The difficulties
- Compare with the Pilgrims
- Captain John Smith
- Governor Dale
- Products of Virginia
- Introduction of slavery
- Year 1619—Events of importance
- Berkeley's administration
- Navigation laws
- Bacon's Rebellion

Massachusetts
- Pilgrims in England
- Pilgrims in Holland
- Voyage of Mayflower
- Landing at Plymouth
- Governor Bradford
- Roger Williams
- Founding of Harvard University
- John Eliot and the Indians
- Rule of Andros
- The New England Confederacy

New York
- Significance of the name
- Story of Hudson
- Settlement of Manhattan
- Dutch governors
- Capture of New Amsterdam by English

Pennsylvania:
- The Quakers in England
- Chas. II gift to Wm. Penn
- Founding of Philadelphia
- Penn's "Great Laws"
- Treaty with the Indians
- Growth of Philadelphia
- Prosperity of Colony

Struggle between France and England in America
- England wanted land for immediate settlement
- France for remote settlement
- Capture of Louisburg
- Line of French forts
- General Braddock's expedition
- The Acadians; "Evangeline"
- Capture of Fort Duquesne (Wm. Pitt.)
- Capture of Quebec
- Indians in War
- Results of War
- Compare territories of English, French, Spanish

Life in the colonies before the revolution

Period of Revolution

Causes of the Revolution
- King of England and his ambition in America
- Struggle in England over taxation and representation
- England's colonial policy
- Enforcement of navigation laws
- Taxation without representation
- Writs of assistance
- Stamp Act
- Boston Massacre and Boston Tea Party
- Boston Port Bill
- Military Gov. of Mass.
- Patriotism of Samuel Adams and Patrick Henry
- First Continental Congress

The War Itself
- Relative strength of English and Americans
- Concord and Lexington

Appointment of Washington
Bunker Hill
Acts of the King which led to Independence
  Proclamation declaring Americans rebels
  Closing all the American ports
  Employment of 17,000 Hessians
Attempt to conquer Canada
Evacuation of Boston
Declaration of Independence. Date
Campaign about New York
Washington's retreat across New Jersey
Dark period
Victory at Trenton
Service of Robert Morris
British plan to cut New England from colonies
  Burgoyne to advance from Canada
  St. Leger from Lake Ontario
  Howe to go up the Hudson
Battle of Saratoga. Importance and date
Aid from France
Coming of Lafayette
Capture of Philadelphia
Winter at Valley Forge
Lack of Navy—Paul Jones
War changed to South
Greene and Cornwallis
Clark's conquest of the Northwest
Cornwallis at Yorktown
Location of Yorktown
Surrender at Yorktown. Date.
Treaty of Peace. Date.
Terms of Treaty
Washington's action in reference to army
Lack of union. Dark times
Commercial war between States
The Constitutional Convention
Services of Alex. Hamilton
Date of the adoption of Constitution

EIGHTH GRADE

No other school subject, save possibly certain forms of literature, comes so near real life as history. It lifts one out of the dull routine of life, it enlarges one's ideas by looking at stages of civilization different from the present, and it widens charity by presenting a panorama of forgotten beliefs and endeavors.

The object of the instruction in the eighth grade may be:

To train judgment in showing that effects follow certain causes, and to teach certain truths of government.

To teach that we are the inheritors of the work and the hard work of our fathers.

To develop some appreciation of the worth of moral courage, self-sacrifice, patriotism, self-reliance and perseverance.

The recitation should not only test the memory of the pupils, but it should afford opportunity for discussion of the topics or facts of the lesson. As an outcome of the varied reading in the preparation of a lesson, should be the idea that there may be a difference of opinion and that no single book is a final authority.

Prof. McMaster has said: "We should distinctly understand that the lives and deeds of the heroes of war do not comprise, but are comprised in the history of the United States. The thing to be impressed on every American is, that the great inventions and discoveries of the Nineteenth Century have bettered the condition of civilized man everywhere. The motive of discovery, its effects, and the profound and lasting influence the European settlers have had on our later history are very important.

In such a brief tabulation as the following, only the marked lines of development can be noted. The detail must give life and action to what otherwise is a flat and uninteresting enumeration of facts.

United States History:

Do not set off the events of each administration by themselves. Many events have no relation whatever to the administration in power.

National Period beginning with Washington's Administration

- Election of Washington
  - How are presidents elected now?
  - The inauguration
  - His cabinet. What is a cabinet?
  - Hamilton's financial measures
  - First census
  - The proclamation of neutrality
  - Emigration to the west
  - Whitney's invention of cotton-gin
  - Whiskey rebellion
- Election of Adams
  - Alien and Sedition Laws
- Election of Jefferson
  - New captial
  - Change of political parties
  - Purchase of Louisiana
  - Lewis and Clark's expedition
  - Fulton and the steamboat
  - Influence of the steamboat
- Election of Madison
  - Trouble with England and France
  - Battle of Tippecanoe
  - Causes of the War of 1812
  - Victories at sea. Perry's victory
  - Burning of Washington
  - "The Star Spangled Banner"
  - Victory of Jackson at New Orleans
  - Results of the war
- Election of Monroe
  - State of slavery in the North
  - State of slavery in the South
  - Why the North opposed slavery west of the Mississippi and why the South favored it
  - Missouri Compromise
  - Monroe Doctrine
- Election of John Quincy Adams
  - Building of Erie Canal
  - Construction of first railroads

Death of Adams and Jefferson
Election of Jackson
The Spoils System
Feeling in the North about slavery
South Carolina and the tariff
Calhoun, Webster, and Hayne
Settlement of Chicago
The Mormons
Annexation of Texas, Mexican War
Discovery of gold and its results
Compromise of 1850
"Uncle Tom's Cabin"
Kansas Nebraska Act
Election of Buchanan
Dred Scott decision, Discovery of petroleum and John Brown's raid
Election of Lincoln
His inaugural statements
Why called a Civil War or a Rebellion
Capture of Fort Sumter—Seceded States
Conditions of North and South—Position of armies
Union plan of war
War on the sea — Opening of the Mississippi important
The Peninsular campaign
Emancipation Proclamation
Battle of Gettysburg
Grant made commander-in-chief
Double plan under Grant and Sherman
Sheridan's raid and Sherman's March to the Sea
Capture of Richmond, Surrender of Lee
Assassination of Lincoln. Date
Johnson's accession to the presidency
Effect of war on the country—Results of war
Conditions of the negro
Impeachment of the President
Purchase of Alaska
Election of Grant
Pacific Railroad, Chicago fire, Invention of typewriters, The telephone, Electric light

Assassination of Garfield. Civil service reform
Elections of Cleveland and Harrison
Australian ballot, Worlds Fair
Congressional Library, Annexation of Hawaii
War with Spain—Results of war
Growth of cities and states
Assassination of McKinley
Roosevelt as President
Growth of schools and colleges
Building of the Panama Canal
Election of Taft and the principal events of his administration.
Election of Wilson
Current events of world-wide interest should be discussed at the opening exercises.

Civics

The State—history, the legislature, two houses, number of members, election, etc., executive department, officers, powers and duties; Judicial department, courts, Judges, etc.

The United States Government—the constitution: Congress, number of members, election of members, powers of congress, etc., the president, his election, qualifications, powers and duties, his cabinet; Judicial department, courts and judges and their functions.

Important current events that may be of interest to the pupils, should be taught.

References

Guide to American History..... ..Channing and Hart
The Colonies.....R. G. Thwaites
Formation of the Union.....A. B. Hart
History of the United States.....E. Channing
Students' American History.....Montgomery
History of the United States ....Elson
The Beginnings of New England .....John Fiske
The Critical Period of American History...John Fiske
Life of Hamilton.....John T. Morse

Thomas Jefferson ....John T. Morse
Life of Seward.....Frederick Bancroft
History of England.....Terry
History of the English People.....Green
Home Life in Colonial Days.....Alice Morse Earle
The Sabbath in Puritan New England
. .....Alice Morse Earle
Customs and Fashions in Old New England
.....Alice Morse Earle

LANGUAGE AND LITERATURE

"The artist in words is the greatest of all artists."—Hinsdale

Language in the elementary schools is so closely related to all other studies, history, literature, nature study, art, reading. writing and spelling, as to become a part of each lesson.

Proficiency in the use of good English is acquired only by daily, incessant practice; therefore much attention is given to oral language throughout this entire course. The ability to express thought in clear, concise, elegant language is an evidence of culture and an accomplishment of rare value; one to be sought for; a goal to be ever set before children.

We recognize the fact that thought and expression cannot be separated, so all forms of expression, speech, writing, handwork, drawing, painting and music must be properly associated with their thought relations.

There is nothing that so appeals to the feelings and emotions of the child as literature, and for this reason a large part of the work is based on the best in story, poem and song.

In the first and second grades the simpler poems and studies, those which come in closest contact with childish experiences, are used. This work is gradually made stronger as grades advance.

'To keep close to the heart of a child, and to encourage the expression of his vital thoughts and feelings is real language teaching."—Cooley.

Two chief aims must be ever kept before us: (a) The enlargement and enrichment of the thought power of the child; (b) the development and refinement of his power of expression both oral and written. "Drill in fluent, correct and refined English should begin for each pupil the day he enters school and should be the last thing done for him when he leaves the university."—Roark.

FIRST GRADE

The language of this grade is largely oral. The main purpose is to get freedom and clearness of expression. The young child is often unable to express himself freely because he lacks the vocabulary necessary to do so. On account of the imitative nature of children new words and phrases are acquired unconsciously through the stories and literature given them at this age.

The following is an outline of the work given in the first year·

Conversation lessons, by means of which the child is lead to talk freely and accurately, to be coherent, and to form careful habits in his observation and thought.

Oral reproduction of short stories.

Dramatization of stories, poems, songs or reading lessons.

Many of our stories are taken from Grimm's Fairy Tales as they possess unusual ethical value. Kindness to animals is impressed through such stories as, "Queen Bee," "Rose Red and Snow White," and "The Frog Prince." Obedience, and the right relations with parents, brothers and sisters, is brought out in "Little Red Riding Hood," "Beauty and the Beast," and "The Three Brothers."

Study of pictures: In connection with the language work we seek to interest the children in some of the world's great pictures and the artists who painted them. Jean Francois Millet is especially interesting to young children and the following of his pictures are studied: "The First Step," "Feeding Her Hens," "Feeding Her Birds," "The Knitting Lesson," "The Shepherdess," and "The Angelus."

Original sentences, both oral and written.

Polite forms of asking and answering questions, of addressing elders, of calling telephone connection.

Use of periods, interrogation point, and comma after yes, and no.

Abbreviations Mr. and Mrs.

Memory gems, imaginary pictures, bird, animal and flower studies.

Since the child learns so many things of deep educational value through games, a great many are planned in connection

with the work in language. The necessary drill in the usage of correct forms of speech, especially those forms so frequently used incorrectly, is given through pleasant and attractive games in which the children are actively interested.

List of Stories and Poems for First Grade

STORIES

Peter Paul and Espen.....Norwegian Fairy Tales
The Three Bears.....Southey
The Three Little Pigs.....Adapted
The Elves and the Shoemaker.....Grimm
The Ugly Duckling.....Grimm
Rumpel-Stilts-Kin.....Grimm
The Dog and His Shadow.....Aesop
The Dove and the Ant.....Aesop
The Ant and the Grasshopper.....Aesop
Goody Two Shoes.....Retold by Poulsson
The Little Hero of Haarlem.....(Childs' World)
Moufflou.....Adapted by Smith
The Flox.....Andersen
Tom the Water Baby.....Wiltse
Little Deeds of Kindness.....Poulsson
Odysseus, the Bag of Wind..... Selected
The Snowflakes.....Wiltse
Mrs. Chinchilla.....Wiggin
The Fir Tree.....Andersen

POEMS

Lady Moon.....Whittier
The Land of Nod.....Stevenson
The Child and the World.....Wiggin
The Dandelion.....Longfellow
Child and Mother.....Field
The Rock-a-by Lady.....Field
The Snowbird.....Sherman
Little Blue Pigeon.....Field
The Little Plant.....Brown
The Constant Dove.....Thaxter
The Four Winds (Hiawatha).....Longfellow

Pussy Willow.....Brown
What Does Little Birdie Say?.....Tennyson
The Tree.....Björnsterne Björnsen
What Robin Told .....Anon.
What a Bird Taught.....Alice Cary

These, and many shorter memory gems that have been adapted, are taught.

The same literature is not given every year but varies as the needs of a class demand. Some children are more advanced in their powers of understanding and appreciation than others even of the same grade.

References

Grimm's Fairy Tales..... .....Wiltse
Fables and Folk Stories.....Scudder
In the Child's World... .....Poulsson
Boston Collection.....Hammett
Stories to Tell Children .....Bryant
How to Tell Stories to Children.....Bryant
Mother Stories.....Lindsay
More Mother Stories.....Lindsay
For the Children's Hour.....Bailey and Lewis
The Golden Windows.....Richards
In Storyland..... Harrison
Poetry for Children.....Eliot
Child Life in Verse..... .....Whittier
Child Lyrics.....Sherman
When Life is Young .....Dodge
Stories of Great Artists.....Horne and Scobly
Millet.....Hurll
Language Games.....King
Sense-Training Games.....Mount
One Hundred and Fifty Games..... .....Anon.
Children's Singing Games ..... Hofer
Games, Seat Work and Sense Training Exercises, Holton

SECOND GRADE

Oral

Pupils should be encouraged to talk freely of things in which they are interested.

Conversational lessons suggested by the nature study, history, pictures and games, furnish much material for original stories.

This oral work should be done systematically so that sequence will follow sequence.

Stories

The ability to tell a story is developed by the reproduction of stories.

Attention is given to the correct forms of speech, but not at the expense of the content.

Dramatization

Dramatization is a source of great enjoyment and profit. Just as much of it should be given as the program will possibly admit.

Artists

Believing that in order to create an atmosphere of refinement and good taste, and thus inspire the children with the love of the true and the beautiful, we think that no school can be complete without some good pictures.

Through the study of these pictures we connect the artists and their lives.

The artists for this grade are Sir Edwin Landseer and Rosa Bonheur.

We begin the study of Landseer by learning many interesting things of his early life, dwelling upon his home and family, tracing his growth as an artist from his first finished picture, The Donkey's Head, at the age of five.

We also include in our study

Saved
Nut Crackers
Sleeping Bloodhound
Shoeing The Horse
The Monarch of the Glen
A Distinguished Member of The Humane Society.

The study of Rosa Bonheur is taken in the same way.

We give careful attention to
The Horse Fair
Oxen Plowing

Poets

In connection with the biography of Robert Louis Stevenson and Eugene Field we memorize a number of their poems.

From A Child's Garden of Verses
The Swing
Bed in Summer
A Good Boy
My Shadow
Farewell to the Farm
The Wind
Winter-Time
The Land of Story Books
The Land of Counterpane
My Bed is a Boat

From the Eugene Field Book, the following poems are used:
Little Boy Blue
Wynken, Blynken, and Nod
The Rock-a-by Lady and others

Written

Copying poems to be memorized, thus familiarizing the children with the use of capitals and the punctuation.

After a story has been given orally, then it is worked out sentence by sentence by the children and written on the board. The children copy.

The latter part of the year the children do some independent work.

The oral work is kept in advance of the written.

Use stories that can be illustrated.

The stories should be short, suggestive and within the child's experience.

Games

Games play a very important part in the school program.

There are many pretty rythmic drills and folk dances which are greatly enjoyed by the children and constitute an educational force morally, mentally and physically.

Sometimes the more quiet sense training games will meet the demand.

Or possibly a more active game is best and this is quite permissible.

Games are largely rest exercises, since the concentrated attention is absent; the intrinsic interest being quite sufficient to hold the child.

Then besides offering opportunity for spontaneous enjoyment, they train quickness of perception, judgment, and decision, with proper sense of co-operation with others.

Much material for our work in language is obtained from the following sources:

Stories in Season Plan Book.....George
Japanese Fairy Tales.....Williston
Stories for Humble Friends.....Pyle
Story Hour.....Wiggins and Smith
In the Child World.....Poulsson
Month by Month.....Willis and Farmer
The Story in Primary Instruction...Allison and Perdue
Nature Myths and Stories.....Cooke
Child's Garden of Verses.....Stevenson
Hans Andersen's Fairy Tales.....Stickney
Fairy Stories and Fables.....Baldwin
Grimm's Fairy Tales.....Wiltse
Mother Stories.....Lindsay
The Eugene Field Book.....Field
For the Children's Hour.....Bailey and Lewis
Great Artist Series.....Powers
Biographical Series.....Keysor
Stories of Great Artists.....Horne and Scobey
Graded Games and Rythmic Exercises.....Newton
Popular Folk Games and Dances.....Hofer
A Book of Song Games and Ball Games.....Bremner
Games, Seat Work and Sense Training Exercises
.....Holton
One Hundred and Fifty Gymnastic Games

FOURTH-GRADE ROOM

THIRD GRADE

Oral reproduction and dramatization of stories are continned. Written reproduction is introduced as early as possible, the stories chosen for written reproduction being very simple. Stories from Greek history and the work done in nature study furnish the basis for composition work. Carefully chosen pictures are used as a basis for stories and to a limited extent original stories are written.

Special study is made of Raphael, the work centering upon the Sistine Madonna, although the Madonna of the Chair is also used. A short biography of Raphael is given to the children. The work of Luca della Robia is also given some attention, the different forms of relief being made clear.

The poet for special study in this grade is James Whitcomb Riley. The aim is not to teach the facts of the life of Riley, but to make the children familiar with this poet whose "heart beats young" forever—to make him dear to the hearts of the children; that knowing him a little they shall desire to know more fully the man who said,

"I belive all children's good.
If they're only understood:
Even the bad ones, 'pears to me,
"S jes as good as they kin be."

The following poems are used; the longer ones are read to the children, and some of the shorter ones are memorized.

Bud's Fairy Tale
Alex's Bear Story
Little Orphant Annie
The Raggedy Man
Our Hired Girl
When the Frost is on the Punkin
The Bumble Bee
Old Aunt Mary

During the year, a short time is devoted to the study of the American flag, its history and what it symbolizes.

Short stories are told the children illustrating how the sight of the flag has inspired men with courage to fight, if need be, to die for the flag and the country symbolized by it.

Simple personal letters are written, giving special attention to the form. The several parts as heading, salutation, etc., are taught.

Dictation exercises are used frequently.

As to technical work, the use of capitals at the beginning of sentences, of lines of poetry, of quotations, of proper names and the capitalization of the words I and O are given.

The period, question mark, exclamation mark, abbreviation point, quotation marks and the following uses of the comma: words in series, in direct address, and the separation of a direct quotation from the rest of the sentence, are taught. These are taught through constant practice, giving no formal rules.

References

Stories to Tell.....Cowles
First Book of Stories for the Story-Teller.....Coe
Some Great Stories and How to Tell Them.....Wyche
Thirty Famous Stories Retold.....Baldwin
Lives and Stories Worth Remembering
.....Kupper and Horne
Stories of Great Artists.....Scobey
Raphael.....Hurll
Biography of Luca della Robia
.....Marchesi Burlamachi
Riley's Poems
Five Minute Stories.....Richards
Value of Hero Stories.....Staples

FOURTH GRADE

The use of good language is emphasized in every subject of the curriculum; grammatical errors are corrected in the lower grades without giving reason for change of form.

Stress is laid upon clear thinking, and concise, clear statements.

Opportunity is given for children to express themselves in a free, spontaneous manner. This may be profitably done by oral reproduction of any material in literature and by relating home and outside experiences.

A scene from "Thanksgiving in Turkey Land" dramatized by second-grade children

"Why the Evergreen Trees keep their Leaves."
Third-grade children.

In this grade there should be an attempt to make the literature *real*, as well as a source of pleasure and high ideals.

As nothing so vividly impresses a scene upon a child as to allow him to dramatize the story according to his own interpretation of it, much of this work is done.

Continue the work in letter writing.

Use blackboard freely in correcting common errors, writing the correct form only. Keep correct forms before eyes and in hearing of pupils as much as possible.

Correct common errors heard on school grounds; e. g., ain't seen for saw, done for did, she don't for she doesn't.

Punctuation: Review carefully the work of previous grades. Observe the use of punctuation marks in readers, arithmetics, and other books.

Notice use of exclamation point and quotation marks; the comma in series of words, addresses, and Yes and No.

Apply these punctuation marks in all written work.

Abbreviations: Review those used in previous grades and add to the list those that spring up in any of the studies.

Continue the use of the dictionary; teach the marking of all vowels, diphthongs, and consonants. The names of all the diacritical marks are learned and pupils taught to use them in marking words.

Teach the correct use of who, which, and that. Review use of may and can, shall and will.

Drill upon correct use of many irregular verbs that the child commonly uses.

Use of pictures: The development exercise may be used for working out the description of a picture and the pupils tell or write original stories based upon the picture.

In studying pictures in connection with the life of an artist just the description of the picture with its historical setting, is worked out.

Compositions: This work is based upon personal experiences, pictures, nature-study, geography, history, and literature.

Previous to writing the story, outlines are developed with the children.

Each topic in the outline may be worked out in distinct paragraphs with proper attention to margins, indentation, capitals, and punctuation.

In order to insure correct spelling the teacher should write upon the board unfamiliar words and train children to ask about the spelling of words about which they are uncertain.

Teach the recognition of statement, question, command and exclamation.

Memorize and recite the following poems:

September.....Helen Hunt Jackson
America .....S. F. Smith
October's Bright Blue Weather....Helen Hunt Jackson
O Little Town of Bethlehem.....Phillips Brooks
The Corn Song .....John Greenleaf Whittier
The First Snowfall.....James Russell Lowell
The Arrow and the Song.....Henry W. Longfellow
The Brook.....Alfred Tennyson
Spring.....Celia Thaxter
Today.....Thomas Carlyle
The Children's Hour.....Henry W. Longfellow

All holidays are observed in an appropriate manner.

Thanksgiving: The Pilgrims; first Thanksgiving; stories, poems and songs.

Christmas: Meaning; observation in other lands; stories, poems and songs.

Lincoln's birthday: His home; boyhood; what he did for his country.

During the year a thorough study is made of two artists, a poet and a statesman. The ones selected for this grade are Michael Angelo, Leonardo da Vinci, George Washington, and Henry Wadsworth Longfellow.

Michael Angelo and Leonardo da Vinci: The life, characteristics and attainments of each; their principal works learned; copies of their masterpieces carefully studied by the children.

Washington: Home; boyhood; customs and manners; condition of the country; what he has done for us.

Longfellow: Sketch of early life; career as a young man; home life; poetical works.

Read many of his poems and memorize as many as time will permit.

In the same manner only not quite so extensively, the lives of Holmes, Lowell, and Dickens are studied.

In connection with Roman History the poem, "Horatius at the Bridge," is studied and dramatized.

References

Stories of Great Artists..... Horne and Scobey
Lessons in English, Book I.....Scott-Southworth
Art Readers..... .....Cyr
Illustrated Phonics..... .....Ives
Mother Tongue, Book I.....Kittredge and Arnold
Michael Angelo (Art Series)..... ..Keysor
Studies in English.....Robbins and Row
New Course in English..... .....Webster and Cooley
Leonardo da Vinci (Art Series)..... Keysor
Selections for Memorizing..... .....Rex
Guide Book to English.....Harris and Gilbert
Poetical Works..... .....Longfellow
American Leaders and Heroes.....Gordy
Nature Study and Related Literature... ....McGovern
Life of Washington.....Irving
Reproduction Stories..... . Grant
Poems and Rhymes .....Arranged by March
Michael Angelo.....Masters in Art Series
Life of Michael Angelo .....Vasari
Famous European Artists..... .... .Bolton
Leonardo da Vinci.....Masters in Art Series
Michael Angelo .....Hurll

FIFTH GRADE

We aim to fill the children's minds with stimulating ideas; to open up avenues through which they may find free and spontaneous expression; to furnish proper standards of expression.

Our material is obtained from the children's activities, both in and out of school; from literature, poetry, history, geography,

nature study, biography and pictures. A study is made of the lives and paintings of Correggio and Sir Joshua Reynolds; the life and operas of Wagner in connection with the story of Siegfried; the lives and works of Alice and Phoebe Cary, Irving, Lincoln and Franklin. These form the bases of our composition work.

Oral work consists of reproductions, narratives, descriptions, telling original stories, memorizing poems and literary gems. Freedom and spontaneity are encouraged.

Written work consists of reproductions, narratives, descriptions and original stories; copying poetry and paragraphs of good prose, and writing poetry from memory; dictation of sentences, stanzas and paragraphs; letter forms; compositions written from outlines previously developed.

Drill on phonics, diacritical marks and the individual use of the dictionary.

Drill on capitals, abbreviations, contractions, direct and indirect quotations, homonyms and synonyms.

Drill on punctuation; the period, interrogation point, exclamation point, comma, apostrophe, hyphen and quotation marks.

Drill on correct verb forms; the nominative and objective forms of the following pronouns: I, we, he, she, they, and who.

Close attention to errors in oral and written work will furnish ample material for drill work.

Develop the chief rules for forming the plural of nouns; the singular and plural possessive; the four classes of sentences: Declarative, imperative, interrogative and exclamatory; subject and predicate. Special exercises are given to enlarge the pupil's vocabulary. In composition work proper attention is given to the margins and indentations. Holidays are given special attention.

Criticism should encourage rather than discourage. Progress can best be made by attacking a few general errors each day, until they are permanently eliminated. Errors common to a number, can best be corrected on the blackboard, placing only the correct form on the board.

All corrected papers need not be rewritten by the pupils. There should be a few carefully rewritten in ink each term. We should cultivate in the pupils the habit of self criticism and

require them to read their productions carefully before giving them in.

Poems memorized by pupils:

The Builders.....Longfellow
The Psalm of Life..... ..... "
The Day Is Done..... "
The Reaper and the Flowers..... "
The Village Blacksmith ..... "
The Rainy Day.....Longfellow
The Corn Song.....Whittier
The First Snowfall.....Lowell
Morning (from Pippa Passes).....Browning
Crossing the Bar.... ....Tennyson
The Charge of the Light Brigade..... "
Landing of the Pilgrim Fathers.....Hemans
Love of Country.....Scott
November .....Alice Cary
The Star Spangled Banner..... ....Key
The Battle Hymn of the Republic.....Howe
O Captain, My Captain.....Whitman
The Gettysburg Speech ....Lincoln

The following dramatizations are given:

Scenes from The Courtship of Miles Standish
.....Longfellow
The Pied Piper of Hamlin..... ....Browning
The Birds' Xmas Carol.... .....Wiggin

Reference Books

Foundation Lessons in English.....Woodley
Elementary English.....Metcalf and Rafter
Modern English, Book I.....Emerson and Bender
Language Lessons, Book I.....Metcalf and Bright
Elementary English..... .. .. Kimball
Two-Book Course in English, Book I.....Hyde
Stories of Great Artists.... .....Horne and Scobey
Correggio (Art Series).....Keysors
Reynolds (Art Series).. ....Keysors
Stories of Famous Musicians .. ....Horne and Scobey
Stories of Famous Musicians.....Ward

Life of Abraham Lincoln.....Baldwin
The Words of Lincoln.....Thomas
Autobiography.....Franklin

SIXTH GRADE

The aim in this grade is to lead the pupils to think clearly, to feel the strength and beauty of language, and to acquire skill in its use.

Oral Work

Topic oral composition
Training in keeping to the subject, and thinking in large topics
Reproduction, narrations and descriptions
Conversations about topics in school subjects
Poems memorized and recited
In the last semester, special attention is given to the poems of Whittier

Written Work

Poetry written from memory
Dictation exercises
Subjects outlined for compositions
Reproduction of short and simple narrations and descriptions
One nature study story of some length
One original story
One reproduction of classic story
Biography of Whittier carefully worked out with pupils in connection with reading of "Snowbound"
Biography of Quido Reni with special study of "The Aurora."
Biography of Saint Gaudens, special attention given to the "Lincoln Statue" and the "Shaw Memorial"
Biography of one statesman in connection with work in history
Letter writing; study of formal and business letters

Technical Work

Correct all flagrant mistakes
Review previous work in punctuation and teach uses of semi-colon.
Parts of speech developed
Common and proper nouns
Forms of correct syntax, I, he, etc.
Simple elements of a sentence
Sentences classified as to use
Paragraph, its purpose, form and arrangement
How to make and use outlines
Smooth use of connectives
How to begin and end a story

References

Talks on Writing English..... .....Bates
The Teaching of English.....Chubb
Teaching the Language Arts . ...Hinsdale
Letters and Letter Writing . ...Dye
Essential Studies in English, Book I.
.... Robbins and Row
First Steps in English Composition, Teachers' Edition
. .....Peterson
Lessons in English, Book I.....Scott-Southworth

LANGUAGE AND GRAMMAR

SEVENTH GRADE

Composition

Careful attention is given to all oral expression in class exercises, insisting upon distinct enunciation, clear, correct English, and good topical recitations. This, after all, is the most effective training in English afforded by the school.

For written compositions, make use of the material from different school subjects and activities, personal experiences, classic stories, pictures and nature study. Train pupils to make outlines for their compositions, or, at least, to plan the composition before writing. Some of the compositions should be developed orally with the class; others should be written independently after a few general suggestions from the teacher. Emphasize the need of unity and coherence in all composition work.

The composition of pupils in the seventh and eighth grades should be subjected to careful sympathetic criticism on the part of teacher and pupils.

In addition to the general class criticism, teachers should give individual criticisms to pupils on appearance of papers, paragraphing, sentence structure, misspelled words, wrong use of words, and lack of unity and coherence. This may be done as the pupils are writing their compositions. Have the pupils note the good points in the compositions, and have the best ones read to the class by pupils facing the class.

In connection with our language work and as a basis for some of our composition work, we study the following:

Mozart	Ruskin	Whistler
Titian		Turner

Pictures to be studied:

The Old Temeraire.....Turner
Portrait of His Mother .....Whistler
Presentation of the Virgin.....Titian

Ascension.....Titian

Poems to be studied:

Flow Gently, Sweet Afton.....Burns
The Way to Sing .....Helen Hunt
The Psalm of Life.....Longfellow
To a Skylark.....Shelly
Charge of the Light Brigade.....Tennyson
Sesame and Lilies.....Ruskin
Crown of Wild Olive.....Ruskin

Technical Grammar

- Nouns
  - Common—collective, abstract, verbal
  - Proper—simple, complex
- Pronouns
  - Personal
  - Relative
  - Interrogative
  - Adjective
- Modifications of Nouns and Pronouns
  - Person
  - Number
  - Gender
  - Case and syntax
- Adjectives
  - Descriptive
    - Common
    - Proper
    - Participial
  - Definitive
    - Articles—definite and indefinite
    - Numerals—cardinals and ordinals
    - Pronominals
- Comparison
  - Positive
  - Comparative
  - Superlative
- Adverbs
  - Use—simple, interrogative, and conjunctive

Meaning—time, place, degree, manner, etc.
Prepositions
Phrases
Prepositional
Infinitive
Participial
Clauses
Independent
Dependent
Conjunctions
Sentences
Simple
Complex and compound to some extent

EIGHTH GRADE

The compositions of pupils in this grade should be subjected to careful sympathetic criticism. The standard of excellence of the pupil's work will be largely determined by the standard set by the teacher in this criticism. Teachers should give individual criticism to pupils on the appearance of papers, paragraphing, sentence structure, faulty punctuation, misspelled words, wrong use of words and lack of unity and coherence, having pupils make the corrections indicated and rewrite the composition if necessary.

The material used is very much the same as that used in the seventh grade, and in addition a special study is made of paragraphing and letter writing according to the following outlines:

Paragraphing
Beginning sentence
Connecting sentence
Closing sentence
Descriptive Paragraph
Narrative Paragraph
Essentials of good Sentences
Clearness
Unity
Smoothness

Strength
Essentials of good Composition work
Unity
Coherence
Emphasis
Letter Writing
Parts of a Letter
Heading
Address
Salutation
Body of a Letter
Closing
Friendly Letters
Business Letters
Social Letters
Notes
Receipts
Telegrams

In connection with the language work, we study the following in this grade:

Shakespeare	Gainsborough
Sargent	Constable
Scott	Beethoven

Pictures studied

Frieze of the Prophets ..... Sargent
The Hunter Sister ..... Sargent
The Cornfield ..... Constable
Portrait of Scott .....
Portrait of Beethoven .....

Poems studied

The Lost Leader ..... Browning
Thanatopsis ..... Bryant
A Man's a Man for a' That ..... Burns
The Ivy Green ..... Dickens
Duty ..... Emerson
The Three Kings ..... Field
The Chambered Nautilus ..... Holmes
Gettysburg Address ..... Lincoln

The Day is Done.....Longfellow
The Bells..... ....Poe

Grammar

Careful review of preceding work through intensive study of the parts of speech including definitions, classifications, modifications, inflections and syntax. Further development of functions as basis of classification.

Verbs
- Attributive and copulative
- Transitive and intransitive
- Regular and irregular
- Complete, redundant and defective
- Principal and auxiliary

Modifications
- Voice—active and passive
- Mode—indicative, subjunctive, (potential) imperative
- Tense—present, past, future, present perfect, past perfect and future perfect
- Person and number

Conjugations
- Forms—simple, emphatic, progressive and passive.

Syntax

Conjunctions
- Coordinate—copulative, adversative, etc.
- Subordinate—time, place, manner, etc.

Phrases
- Classification
- As to use—adjective, adverb, substantive, independent element
- As to form—prepositional, infinitive, participial, gerundial

Clauses
- Adjective
- Adverb
- Substantive—subject, predicate noun, object of a preposition, object complement, appositive.

Analysis and Synthesis of sentences
- Careful study of facts essential to correct speech.

Idioms
Figurative expressions
A text book is used only as a reference book.

References

Lessons in English, Book Two.....Scott-Southworth
Higher Lessons in English.....Reed and Kellogg
Two Book Course in English, Book Two.....Hyde
Grammar and Composition.....Robbins and Row
English Grammar..... Gowdy
Progressive Studies in English, Book Two.....Firman
First Steps in English Composition..... ....Peterson
Composition Through Life and Literature.....Paul
Sheldon's 20th Century Letter Writing. .... .Sheldon
A Progressive Course in English.. .....Stebbins
A Teachers' Manual of English Grammar and Analysis
.... Wilson

FIFTH-GRADE CHILDREN WITH THEIR BIRD-HOUSES.

OUTLINE OF NATURE STUDY

STATE TRAINING SCHOOL. OHIO UNIVERSITY

ATHENS, OHIO

PLANT STUDIES

PLANT STUDIES	FIRST AND SECOND YEARS	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
TREES	Common trees on school grounds. Leaf collection. Fall coloring of leaves.	Nut Trees	Trees suitable for lawns. General shade trees.	Evergreens
FLOWERS AND WEEDS	Most common flowers and roadside weeds. Poison ivy.	Pokeweed. Water hemlock. Poison ivy. Jimson weed.	Poisonous plants continued. Wild flowers growing in dry soil	Poisonous plants continued. Wild flowers growing in moist soil.
MISCELLANEOUS PLANTS	Vegetables.	Strawberry. Raspberry. Blackberry,	Potatoes. Corn. Wheat. Ferns.	Clover, Alfalfa. Mushrooms.
GARDEN WORK	Common garden flowers. Window Gardens.	Seed germination. Home gardens.	Raise apple trees from seed Peach trees.	Propagation of the grape vine.
ANIMAL STUDIES				
INSECTS	Cocoons. Feeding of larvae. *Typhoid fly.*	Observation bee hive. Value of bees. *Typhoid fly.*	Insects of the garden.	Insects of the household.
BIRDS	Common birds of the school grounds.	Bird calendar. Feeding in winter.	Birds that are of the most value to the farmer.	Building birdhouses. Drinking fountains. Birds of prey.
MISCELLANEOUS ANIMALS	Pets. Cats, dogs, birds. Domestic animals. Fishes.*	Toads. Toads and frog eggs.* Rabbit. Pond insects.*	Turtles. Crayfish.* Snakes.	Spiders. Earthworms.

*Aquarium studies.

OUTLINE OF NATURE STUDY—Concluded.

PLANT STUDIES	SIXTH YEAR	SEVENTH YEAR	EIGHTH YEAR
TREES	Calendar for flowering time Seed collections. Forest fires.	Fruit trees. Methods of propagation. Forest trees.	Weed trees. Trees suitable for posts. Profit in forestry. Pruning. Grafting.
FLOWERS AND WEEDS	Weeds injurious to crops. Methods of extermination.	Wild flowers of the woods. Seed dispersal.	Climbing plants. Cross fertilization.
MISCELLANEOUS PLANTS	Cotton. Tea. Coffee. Tobacco. Mosses.	Sugar beet. Brown corn Algae*	Bacteria. Molds. Yeast. More common plant diseases.
GARDEN WORK	Propagation of Strawberries, Blackberries, and other common garden plants.	Garden products grown for fairs and school exhibits.	Soil relation. Fertilizers.
ANIMAL STUDIES			
INSECTS	Beneficial insects. Insects injurious to fruit.	Moths and butterflies. Insects injurious to farm crops.	Methods of extermination. Insects in relation to public health.
BIRDS	Bird census. Fall migration. Shore birds.	Game birds. Nesting habits of water birds.	Protection of birds. State laws.
MISCELLANEOUS ANIMALS	Rats. Mice. Moles. Squirrels.	Weasels. Fishes.* Oysters. Clams.	The Beaver. Muskrats. Skunks. Bats. Toads. Frogs.

*Aquariun Studies.

SIXTH-GRADE PUPILS IN THE SCHOOL GARDEN.

MUSIC

The value of music as a mental discipline is recognized by educators everywhere. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself.

This course is designed to enable the pupils in our schools to master technical difficulties in music; to read music at sight; to train the ear to a keen sense of musical perception; to develop musical voices; to render song forms well and artistically; and to cultivate a taste for that which is good in music.

A true beginning for this, is made through Rote Singing, which trains the voice and ear, promotes natural breathing, cultivates a taste for music, and aims to familiarize pupils with classic and standard songs.

Songs are selected from the best sources. Several points are taken into consideration in their selection; the pitch and compass of the voices; proper selection as to grading and the thought conveyed in the words; seasonableness; variety, songs of a lively character varying with lullabys, and songs that will appeal to imagination; correlation with other studies.

The youngest as well as the oldest children are taught their patriotic songs. A great many Folk Songs and Singing Games are taught. No form of music so nearly touches the hearts and lives of children, as does the Folk Song. Rote Singing is carried on extensively through the first three years, but it leads more and more to Note Singing. In the fourth year the child's attention is largely directed to sight reading and song study. This work is continued through the fifth year, although Rote Singing is never entirely eliminated, but is made a part of the work each year.

In the grammar grades, much care is taken to retain the right quality of singing.

It cannot be the province of our schools to turn out skilled musicians, but it should be the aim to give to the child a little glimpse into the great world of music, and not only arouse a desire for larger knowledge, but to put into his hands the ability to gain such knowledge.

With this idea in mind, the course of study, found on the following pages, is expected to serve as a valuable aid in the development and culture of the pupil.

FIRST YEAR

Rote Songs
Tone Matching
Vocal Drills
Ear Training (oral)
Scales sung consecutively and by skips
Rhythm work—clapping, flying, etc. Reading from chart, blackboard
Tone drills on 8, 1, 7, 5, 4
Class becomes acquainted with the following: clef; staff; measure; bar; double-bar; whole, half, dotted-half, and quarter notes; hold; repeat. About half the time is given to Rote Singing in this grade.
Individual work emphasized
Devices—hand-signs, ladder

SECOND YEAR

Review work of previous year
Rote and Note Songs
Vocal Drills
Ear Training (oral)
Very easy modulation begun
Rhythm work
Scale work
Sight Reading from charts, blackboard, books. Singing with vowels as well as by syllables.
Tone Drills on 6, 3, and 2
Meter work 2 3 4 3 6 2
4, 4, 4, 8, 8, 8

Theory: All new signs as they come up in the reading, new notes, rests, tie, slur, etc.
Much Rote Work in this year
Individual work emphasized
Preparation for two part work
Devices—ladder, hand signs

THIRD YEAR

Review work of previous year
Rote and Note Songs
Vocal Drills
Ear Training (oral and written)
Easy modulation
No. 4 67 No. 2 taught
Rhythm: once-divided beat, twice-divided beat and triplet
Sight Reading from blackboard, reader, and charts
Names of measure taught
All new symbols,as they appear in the reading
La scale, from ladder
Pitch-names, and a few key signatures taught
A great deal of individual work
Scale work, as before
Devices—ladder
Parallel Meter
A very little Two-Part work

FOURTH YEAR

Review
Vocal Drills
Ear Training in many different keys (oral and written)
Rhythm, unevenly-divided beat, using dotted-quarter followed by the eight note
Modulation into all Major Keys
Key Signatures *learned*
Normal Minor established
Preparation for Harmonic Minor by drill on sharp-five
Note Songs

Rote Songs for special occasions
Sight Reading—extensive
One, and Two-Part Singing
Folk Songs selected from reader and other sources
Individual work emphasized, Devices—ladder

FIFTH GRADE

Review work of previous year
Vocal Drills
Ear-Training—very simple exercises with meter exercises involving chromatics given, without meter.(oral and written)
Chromatic Modulation
Rhythm—unevenly-divided beat—dotted-eighth, followed by sixteenth note
Tone Drills on flat-seven and sharp-four
All Major Scales written
Harmonic Minor established
Preparation for Melodic Minor
Sight Reading extensive
One, and Two-Part Singing
Very easy Three-Part work by means of Rounds and blackboard exercises
Many Note Songs learned
Rote Songs for special occasions
Folk Songs taught
Individual work emphasized
Device—ladder

SIXTH YEAR

Review
Vocal Drills
Ear training—With meter; chromatics; (oral and written)
Chromatic scales sung from ladder and staff
Difficult Modulation given
Rhythm—drill on all difficulties, found in the reading, all new forms taught from blackboard before they are reached in the book

Melodic Minor established
Natural Harmonic, and Melodic forms written.
All marks of expression taught as they come in the reading.
Special attention given to phrasing.
Sight Reading, extensive
One, Two, and Three-Part singing
Rote songs for special occasions
Major scales reviewed and relative minors taught

SEVENTH GRADE

Review
Vocal Drills
Ear Training—with and without meter; involving chromatics (oral and written)
Chromatic scales written in all keys. Difficult forms of modulation
Rhythm—all hard combinations as found in the reading. Syncopation
Meaning of all marks of expression as they appear in the reading
Sight Reading—extensive—from books, codas, etc.
One, Two, and Three-Part Singing
Special attention given to phrasing, and to retaining good tone quality
Many Note Songs learned
Rote Songs for special occasions
Comparison of major and minor seconds
Melodies written in major keys
F clef taught

EIGHTH YEAR

General review of all preceding work
Vocal Drills
Ear Training—difficult combinations involving chromatics, and minor forms, with and without meter (oral and written)
Rhythm—drill on all hard combinations, and special written work done
Original melodies written

Sight Reading—extensive—from books, codas, etc.

One, Two, and Three-Part work, some Four-Part work done

Many Note Songs learned

Many Unison exercises given in F clef

Contrasts between major and minor, continued

All marks of expression taught as they appear in the reading

Study something of the lives of the following composers, and learn a selection from each: Bach, Beethoven, Listz, Gounod, Schubert and Mendelssohn.

A great deal of attention is paid to artistic rendering of songs in this year.

Books and Other Material for Reference

PRIMARY GRADES

Folk Dances and Singing Games . Elizabeth Burchenal
Published by A. Schirmer

Children's Singing Games.....Mari R. Hofer
Popular Folk Games.....Mari R. Hofer
A. Flanagan Company

Churchill-Grindell Song Books, Nos. I, II, and III
Churchill-Grindell Co.

Songs of the Child World.....Nos. I and II
Riley and Gaynor

Dutch Ditties for Children.....Anice Terhune
Published by G. Schirmer

Song Stories and Songs for Children.....Thomas
American Book Co.

Eugene Field's Poems.....music by DeKoven
Charles Scribner's Sons

Art Song Cycles, I and II.....Miessner and Fox
Published by Silver, Burdett and Co.

Teachers' Edition for Elementary Grades
New Educational First Reader
Ginn and Co.

Rote Song Book ..... Ripley and Tapper
Harmonic Primer..... First Reader
Eleanor Smith Music Course..... Books I and II

American Book Co.

Modern Music Series..... Eleanor Smith
Primer and First Reader..... "

Silver, Burdett and Co.

INTERMEDIATE AND GRAMMAR GRADES

School and Festival Songs..... John B. Shirley
Two-Part Songs..... ..... John B. Shirley
Harmonic Music Readers
Eleanor Smith Music Course

American Book Co.

New Educational Music Course

Ginn and Co.

Modern Music Series
The Silver Song Series

Silver Burdett and Co.

The 101 Best Songs

The Cable Co.

The following Codas have been found attractive as supplementary work in the Upper Grammar Grades:

Coda—177 ..... Attractive Four-Part Songs
Coda—22..... Lightly My Bark
Coda—196..... Anchored
Coda—101..... ..... Blue Are the Heavens
Coda—112..... Wiegenlied
Coda—256..... The Old Guard
Coda—165. .... Fairyland Waltz
Codas—141-147..... First Studies for Bass
Coda—146..... The Spinner
Coda—57..... Good Night
Coda—10..... Nursery Rhimes
Coda—230..... Swing Song
Coda—273..... The Lost Chord
Coda—316.. ....The Bells of Seville

Ginn and Co.

Coda—4210..... ..... Morning Invitation
Coda—9277..... Forget-me Not

Oliver Ditson Co.

Students who are doing practice teaching in music, drawing or domestic science.

DRAWING AND ELEMENTARY MANUAL TRAINING

The work in drawing is not an endeavor to train artists or to make expert workmen, but it is an important part of our course of study because the child develops through self expression, and drawing gives the child every advantage for such expression. The child must be taught to think; not only to think but to express his thoughts in action. This is made possible through the lessons in art more than any other subject. Drawing is a natural form of expression with the child and by it his natural mental and motor powers are strengthened.

The question of what the child is to draw is of the utmost importance, for besides the power of self expression there should be developed a love and appreciation of the beautiful; the aesthetic side must not be neglected. Primarily the lessons must be about things in which the child himself is interested and which are adapted to his stage of development. This includes his home, games, pets; school and things connected with it; children and child life; flowers, trees and the stories he loves. Each lesson should bring in the elements of selection; placing, and the thought of beauty as well as develop the power of execution.

In this work the chief aim is not the finished product, but rather the power gained through the effort toward a finished product or to make each new piece of work better than the last. In other words -growth. Besides this, the child's powers of observation are made more acute, his sense and motor powers, judgment, self-control and concentration have been trained and his imaginative, creative and visualizing powers developed.

PRIMARY HANDWORK.

DRAWING OUTLINE

FIRST GRADE

Fall

Drawing of leaves and flowers in colored crayons and water colors. The emphasis is given to the spirit of the work rather than to exact technique. Free cutting including borders. The principle of repetition is made use of. Drawing correlated with history work. Indian center. Easy landscapes. Thanksgiving and Christmas work.

Winter

Object drawing in mass. Drawing correlated with history work. Eskimo center. Drawing of toy animals and pose work. Easy landscapes and interiors. Free illustration. Free cutting with emphasis on repetition and variation. Drawing appropriate for the holidays.

Spring

Wash drawings of flowers and easy landscapes. Pose and animal drawings in mass. Free illustration. Drawing correlated with the Japanese center. Borders in cut paper and colored crayons. Special attention given to rhythm and variation as in free designing.

SECOND GRADE

Fall

Drawing correlated with nature study and history. Pose work with special attention to action. Simple landscapes in cut paper and water colors. Drawing of fall flowers Free illustration. Drawings appropriate for the holidays.

Winter

Object drawing in mass. Free designing, special attention to variation and rhythm. Object drawing in mass including

work with toy animals. Drawing correlated with the history work.

Spring

Drawing and painting of spring flowers. Work connected with history and nature study. Free illustration in connection with language work. Washed-in landscapes. At at this stage of the work, more attention is paid to water colors.

THIRD GRADE

Fall

Drawing and painting of grasses, grains, flowers, etc. Work correlated with nature study. Object drawing in outline and in mass. Much attention is given to wash drawings and brush strokes including pose drawing in wash. Work appropriate to the holiday seasons.

Winter

Free designing, including borders, Indian rugs, etc. Free illustration with emphasis on proper proportion of things, and more exactness in drawing, as well as clearness. Drawing correlated with history work. Lettering and designs for folders.

Spring

Drawing and painting correlated with nature study. Landscape work appropriate to the season. Object drawing in outline and in mass. Much work is done with the brush in both ink and water colors. Verses about child life are illustrated.

FOURTH GRADE

Fall

Drawing and painting of fall flowers. Object drawing with special attention to proportion. Work for correct pencil outlines of simple objects. Illustrative landscape work appropriate to the season. Lettering. Designs for holiday work.

Winter

Drawing correlated with history. Continue study of lettering. Designing including borders, book covers, oilcloth designs, etc. Attention is especially given to color margins, and variation. Practice brush work, pose and object drawing.

Spring

Work in flat masses. Landscape. Easy poster composition with special emphasis on spacing and variation. Color harmonies are studied but not in a formal way. Drawing and painting spring flowers and sprays. Borders —using slightly conventionalized flower forms.

FIFTH GRADE

Fall

Drawing and painting of flowers, vases, and fruit. In object drawing, the emphasis is on exactness of pencil outline and proportion. Illustrative landscape composition. Applied designs in connection with construction work. Designs for holiday gifts.

Winter

Easy lessons in perspective. Drawings of furniture and room interiors. Designing with special attention to variation, repetition and rhythm allover and border patterns. Working drawing and constructive designing, object drawing in pencil outline.

Spring

Landscape work with special attention to dark and light technic and texture. Lettering. Study of margins and initial letters. Illustrated poems. Drawing of spring flowers and sprays. Make designs from conventionalized flower forms. Study color harmonies in an informal way.

SIXTH GRADE

Fall

Draw sprays, flowers and fruit, giving attention to foreshortening of parts, values, colors, and textures Study.

flower composition with emphasis on spacing, variety and rhythm. Teach a color scale. Teach complementary colors in a more formal way than in the lower grades Make designs for Christmas work using conventionalized forms.

Winter

Draw groups of two and three objects. Give attention to foreshortening, relative positions, light and shade. Continue study of perspective. Do illustrative work in landscapes, with special attention to texture, perspective and color. Make working drawings.

Spring

Study spring growths with reference to color, outline and rhythm. Continue study of complementary harmony, also do some work in dominant harmonies. Conventionalize some forms. Design an allover pattern. Make designs in connection with construction work.

SEVENTH GRADE

Fall

Draw and paint fall flowers and fruit, giving special attention to values, textures and colors. Do illustrative drawing in landscape appropriate to the season. Study some mechanical drawing. Conventionalize a plant form and stencil some useful object.

Winter

Study some historic ornament vase drawings in pencil and in wash. Design abstract shapes. Make designs for wood or metal work, giving special attention to spacing, line and suitability to materials. Problems in mechanical drawing. Continue the work in object drawing giving attention to foreshortening, light and shade.

Spring

Draw spring flowers giving attention to details of growth, beauty of line and values. Study decorative lettering. Design a magazine cover. Study analogous harmonies. Make applied designs for construction work.

MAGAZINES AND POSTERS. SEVENTH AND EIGHTH GRADES.

EIGHTH GRADE

Fall

Study fall flowers and fruit with special reference to foreshortening, analysis of color and values. Make up harder problems in perspective. Study the works of some noted artist. Make designs for plates, stencils, etc., giving attention to harmony of line and variety in spacing.

Winter

Study groups of objects, with special attention to perspective and values. Study mechanical drawing. Continue the work in lettering applying the same to mottoes, book covers or book plates. Make applied designs for construction work.

Spring

Draw and paint spring flowers giving special attention to picture composition. Study some work by noted artists. Review color harmonies. Study poster composition in landscape or still life. Make designs for posters.

ELEMENTARY MANUAL TRAINING

Constructive work gives us, of all the arts, the widest range of interests and processes. It is most self-revelationary. It reveals to the worker his own power, that is, the extent of his ability to carry out ideas. It also has a wide social and industrial significance. This work should be seen as an educative or socializing agent, as means, not as ends. This course aims for progressive growth from the lower to the higher grades according to the child's intellectual ability, his skill in handling materials, and his home, school and community interests.

Construction papers, clay, paste, cardboard, raphia, reed, cord, yarn, basswood, looms, sloyd knives and scissors are the materials mostly used in this work.

This elementary course in handwork includes the constructive work from the first to the fifth grades inclusive. The hand work in the higher grades is under the direction of the manual training and domestic science departments.

ELEMENTARY MANUAL TRAINING OUTLINE

FIRST GRADE

Paper

Boats, canoes, wigwams, furniture and various other objects suggested by the history and language work.

Clay

Animals, birds, Eskimo work and other forms connected with history and nature study.

Cord and Raphia

Curtain rings, napkin rings, neck claims, etc.

SECOND GRADE

Paper

Folders, soldier's cap, picture frames and various objects connected with history work and nature study

Clay Pottery forms, animals, fruit and a great deal of work correlated with nature study.

Raphia—Cord—Jute

Baskets, mats, horse reins, etc. This work includes some weaving and a simple sewing stitch.

THIRD GRADE

Cardboard Construction

Carriages, boxes, wind mills, folders, etc. Especial attention is given to making things that will be of use.

Raphia-Reed

Picture frames, doll's hats, baskets and objects correlated with history study.

Yarn Cord

Indian rugs.

Clay

Pottery forms having handles and object connected with nature study—special attention to representation.

FOURTH GRADE

Cardboard Construction

Round boxes and envelopes

Reed and Raphia

Reed mats and baskets, knotted bags, woven raphia cases and folders

Clay—Simple pottery forms mostly without handles, giving special attention to exactness of execution.

Some sewing stitches are learned and applied on some useful object.

FIFTH GRADE

Cardboard Construction

Elementary bookbinding and cases for holiday gifts

Reed Raphia

Indian basketry, carrying out rather difficult designs

Wood Work—Knife work including match scratchers, calendars, brackets, etc.

Clay

Pottery forms

A great deal of attention is given to constructive and applied design in connection with this work.

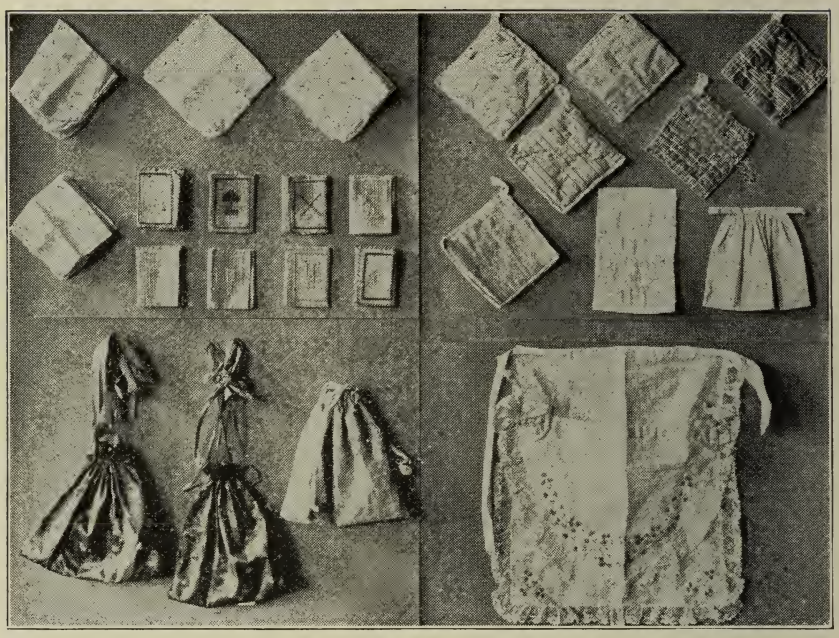
DOMESTIC SCIENCE
SEWING

FIFTH AND SIXTH GRADES

Aim

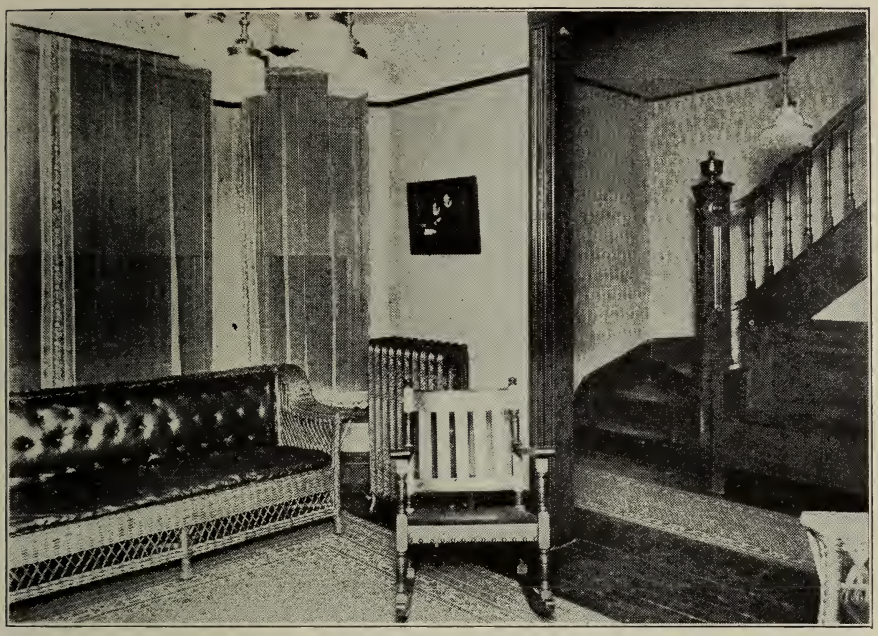
1 To teach neatness, cleanliness and accuracy of work. 2 To give a practical working knowledge of the more common stitches. 3 To become familiar with such textile subjects as cotton, wool, silk and linen. 4 To learn to use the thimble and scissors skillfully.

1 Discussion of sewing box—its contents
Threading needles and making knots
Discussion of warp and woof
2 Demonstration of basting
Basting hem in school dish towels
3 Demonstration of hemming
Hemming the dish towel
Textiles—Story of primitive weaving
4 Demonstration of back stitch
Uses of holders—materials, etc.
Baste holders and back stitch
5 Turn holder and tie it
Baste around edge
Textiles—Cotton
6 Demonstration blanket stitch—uses?
Blanket stitch around holder
Textiles—Cotton
7 Tape—uses?
Sew on a long or short tape on holder
Textiles—Wool
8 Demonstration of gathering
Sew lace on handkerchief
Textiles—Wool



SEWING OF THE FIFTH AND SIXTH GRADES

9 Continue sewing on lace
Textiles—Linen
Drill on all fibres studied
10 Darning—Demonstration
Bring something from home to darn
11 Textiles—Scissors—care, use, practice in cutting
Cut out Christmas gift—napkin ring, needle case (canvas)
Demonstration of cross stitch
Practice on this stitch
12 Making the gift
13 Making cross stitch on gift
Short discussions on spirit of giving
14 Review--Time given to those that need extra time
15 Demonstration of outline stitch
Practice making the stitch
Review fibres and begin silk
16 Review of outline stitch



THE LIVING ROOM, DOMESTIC SCIENCE DEPARTMENT.

Make initial on handkerchief
Textiles—Buttons—manufacture, etc.
17 Discussion on bags—uses, etc.
Cut out some kind of bag
18 Baste the bag
Review the backstitch. Backstitch the sides of bag
Baste around top
19 Hem the top
Demonstration of overcasting
Overcast sides of bag
Textiles—needles, manufacture, etc.
20 Hem top of bag
Making place for top
21 Put in tape
Review the making of the bag
22 Demonstration of French hem
Baste and hem napkins for dormitory

Manufacture of pins
23 Demonstration on Sewing Machine
How thimbles are made
24 Review—threading, etc.
25 Practice on machines
Hemming school dish towels
26 Small model showing seams
French seams—plain seams
Review on machines
27 Stitch the seams
Discussion on aprons—materials, uses, etc.
28 Cut out aprons
29 Baste seams and stitch
30 Gather—cut out strings or band
31 Make strings or put on band
32 Cut and make bib for apron
Demonstration of button hole
33 Practice button holes
34 Make button hole
Sew on button—finish the apron

COOKING

SEVENTH GRADE

Subjects

Classifications
Supply
Preparation and Serving
Composition
Nutritive value

Aims

1 To have three recurring sequences based mostly on food principles, 1st of 20 lessons; 2nd, 24 lessons with some processes the more difficult; 3rd with more manipulation.

2 To have note books kept.

3 To have same kind of a review once in a series

4 To have one cleaning lesson once in a series

5 To teach food study so as to get food value for right combinations

6 To invite as much co-operation among girls as possible

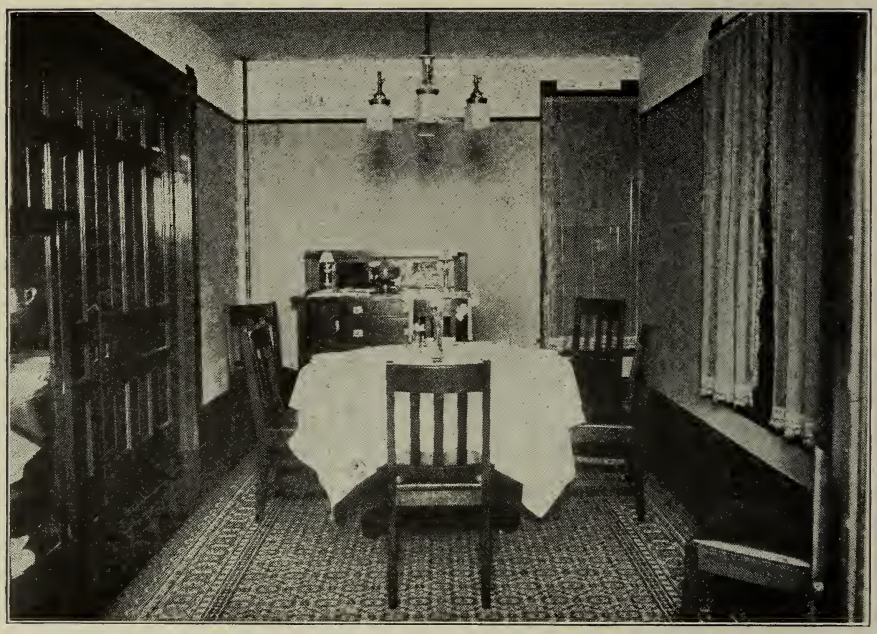
7 To vary the course by such things as:

a. Xmas candy
b. Picnic
c. Practical review
(To keep girls alert and interested)

Lesson

1 Looking over equipments, uses for utensils. Rules for measures and abbreviation, directions for measuring, for keeping note books, aprons, towels and holders—enrollment. What class in cooking is to mean to the girls.

2 Baked apples. Kinds, uses
Classifications of foods
Effect of heat on cellulose
Rules for dish washing



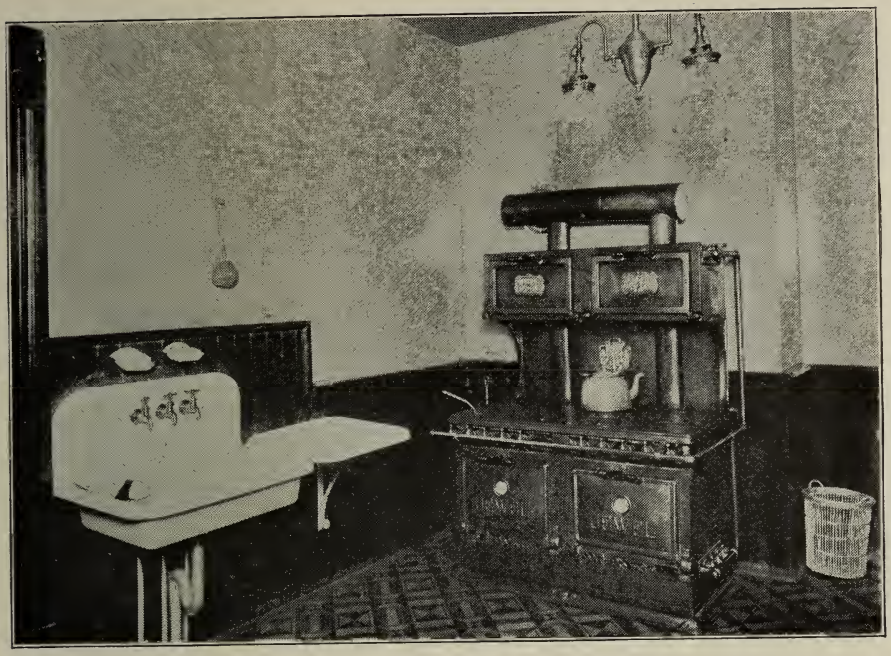
THE DINING ROOM, DOMESTIC SCIENCE DEPARTMENT.

3 Baked Potato
Classification of foods—continued and review
Effect of heat on starch
Care of stoves
System of household duties

4 Vegetables
Composition
How and why cooked
Difference in cooking strong and mild vegetables
Buttered beets, carrots and cabbage

5 White Sauce. Uses, variations, etc.
Creamed turnips
Ways of cooking
Effect of starch cellulose

6 Cream of potatoes (or any other vegetable) soup
Review principles of vegetable cookery



A CORNER IN THE MAIN KITCHEN, DOMESTIC SCIENCE DEPARTMENT.

7 Scalloped Tomatoes
Stuffed Tomatoes
8 Cereals—Food study of kinds, preparation and principles of cookery
Preparation of some breakfast food (Petti John) with a fruit (apple)
9 Corn starch mold
Thickening agents
Experiment
Summary of carbohydrate cookery
10 Batters and doughs—Proportion
Griddle cakes—Sweet milk
Sugar and water syrups
11 Plain Muffins
12 Corn Bread
Sour milk and soda. Principles involved

13 Baking Powder Biscuits
Principles involved and review of batters and dough
14 Card party of preceding work
15 Bread
Yeast experiments. Affects of temperature study of manipulation
16 Proteins food value, review of classification
Beef experiments to show effect of hot and cold water, salt, etc.
Structure of meat. Scrapped beef. Start soup stock for following lesson
Pan broiled steak—demonstration
17 Soup with vegetables or rice
Place in meal and diet of different kinds of soup
18 Cheap cuts of meat (beef)—gravy
Demonstration of preparation
Stew—group work
19 Left overs
Meat pie with mashed potato crust
Meat in combination with vegetables
Baking powder biscuit dough
20 Cleaning cupboards—Pantry

II. Series

Lesson 1 Sweet Potatoes, Glazed
2 Thanksgiving lesson
Cranberry jelly
3 Tapioca value—source—kinds
Combined with fruit when served
4 Cream of wheat
Rice dates
Review cookery of cereals
Use of above dishes
5 Macaroni and cheese
Substitute for carbohydrate and for protein
Place in diet
Start beans, wash, soak 12 hrs.
6 Dried Legumes
Beans in soup (combined with tomato.)

Peas cream soup.
Lima beans—with corn for succotash
Increase in amounts and bulk after soaking
Methods, proportions of vegatables, pulp and liquid for soups
Cost as prepared at home compared with factory prepared
Meat substitutes in diet

Lessons 7, 8 } Holiday candy preceding Xmas vacation
Peanut Brittle
Butter Scotch
Compare cost of factory made candy
Estimate refuse in peanuts
Making of fudge
9 Corn fritters
Review proportions for batters and doughs
10 Muffins (rye, graham, etc.)
Comparison of recipes, variations in flour
11 Apple turnover
General proportions
Like what so far studied

12, 13 } Bread
14 Rolls
15 Cookies (Droz)
16 Cake (plain)
Variation of former recipe
Compare with muffins and cookies

17, 18 } Pie
19 Cleaning
Dining Room
20 Broil Hamburger steak
Prepare mashed potatoes
21 Roast
Group work
Value of different cuts and uses and substitutes
Accompanists for roast
22 Fish
Group work value as food

Preparing of tart sauce
23 Rules for serving and setting of table
Making chocolate or coffee
24 Review
Prepare and serve a simple luncheon as
Left over meat dish
Baking powder biscuits
Chocolate
Cornstarch mold

III. Series

1 Quaker oats or cornmeal
Review proportions of cereals
2 Creamed potatoes garnished
3 Cream of any vegetable soup
Crutons
4 Fancy vegetables as
Hollowed Turnip shell or in toast boxes
5 Review of batters and doughs
Popovers
6, 7 Bread
8 Milk, its care, etc.
Custards soft; principles in cooking
9 Pudding
Custard foundation or otherwise
10 Eggs. Experiments. Soft and hard cooked
Scrambled or toast boxes
11 Meats
Liver, Bacon.
12 Broil chops, thickened gravy
13 Oyster
Stew fried, scalloped
14 Cleaning kitchen

IV Series—Brohen

Lesson
1 Boiled dressing
1 Salad potatoes, fruit, care of fruit

3 Sandwiches served on lawn after school
4 Review lesson
5 Beef tea, hot lemonade or orangade, Gruel
6 Talk on care of sick
  Bran muffins
7 Table setting and serving of dinner
8 Prepare picnic lunch of:
  1 Hard cooked egg
  2 Sandwiches
  3 Lemonade
9 Ice cream
10 Ice and cup cakes for final lesson

COOKING

EIGHTH GRADE

Subjects

Supply
Production
Manufacture
Cost
Preparations and Serving
Nutritive value
Sanitation
Ventilation
Cleaning
Home Nursing

Aims

1 To have recurring sequences based on food principles
2 To have note books kept
3 To have some kind of reviews once in a series
4 To have frequent cleaning lessons
5 To teach food study through course to aid in food values and right kind of combinations
6 To invite as much co-operation among the girls as possible
7 To vary course by such things as
   a. Xmas candy
   b. Picnic
   c. Practical reviews
   (These keep girls alert and interested.)

Lessons:

1 Registration
Review of tables of abbreviations and measurements
Talks on Ideals in Domestic Science Work
Rules for washing dishes

DOMESTIC SCIENCE LABORATORY, EIGHTH-GRADE GIRLS.

2 Study of gas burners and gas range
Baked Apple
Classification of foods } Review
Composition of foods }
Effect of heat and moisture on cellulose.

3 Baked Potato
Structure—Composition
Starch experiments with potato and corn starch
Effect of heat and moisture on starch
Care of stoves and system of duties

4 Potato; Boiled, Steamed, and creamed, white Sauce: proportions; method; and uses
Selection and care of potatoes
Weight: cost of refuse.

5 Cream of Potato Soup:
Proportions and method
Review of white Sauces
Place in diet
Candied Sweet Potato
Composition of Sweet Potato and comparison to Irish Potato. Cost and use

6 Housekeeping
Care of sink and refrigerator
Natural and artificial aids to cleanliness
How to sweep and dust a room
Care of hangings, books and furniture

7 Cereals; Rolled Oats
Stewed Fruit,—Pears or Peaches
Vareties of cereals—composition and comparison with other foods
Methods and principles of cooking
Table and amounts of water and the time for cooking
Composition of fruits; serving with cereals
Study of Double Boilers and use

8 Cream of Wheat and Corn Meal mush Proportion and methods of cooking, composition of corn meal.

9 Sante'd Mush (use of left overs).

10 Macaroni: Boiled and prepared with White sauce
Manufacture of macaroni

Composition
Cost and number of sticks in package
Use of cheese with macaroni
Place of macaroni in meal.
11 Boiled Rice: Use as a cereal and vegetable.
Steamed: Composition, Cost
Combination with other foods and place in meal
11 Corn starch Mold
Comparison with cereal
Use as a thickening agent
Review of starch agent
13 Eggs and Milk
Composition of eggs, and experiments showing effect of temperature on eggs and principles of cooking
Leavening power of eggs
Composition of milk
Care of eggs and milk
14 Eggs and Milk.—Soft and firm
Lesson to show thichening power of eggs and apply the principles of cooking
Difference in method and results in firm and soft custard
Compare with cornstarch mold
Forming of dish from recipe and left-over rice
15 Vegetables (given earlier if season demands it)
Beets—carrots, turnips
Comparison of compositions
Effect of heat and moisture
Methods of cooking and varieties of serving
Effect of salt
16 Stuffed and creamed onions
(White Sauce review)
Place in diet and value of vegetables
17 Stewed and Escalloped tomatoes
Addition of bread
18 Cabbage—cauliflower, squash, parsnip
Comparison in flavors, covered and uncovered with large and small amount of water
19 House keeping
Furnishing and care of dining room

Care of silver and glassware
Rugs and polished floors
20 Batters and doughs
Pop-overs
Proportions for batters and doughs
Classifications of leavening agents
21 Sweet milk or sour milk griddle cakes
With carmel sauce or kitchen made syrup
22 Thanksgiving lesson
Cranberry jelly
23 Butter milk and soda corn bread
24 Muffins—plain
Comparison of proportions and manipulation
Baking powder experiment to show the power as leavening agent
General directions for quick breads
25 Nice bread
26 Baking powder biscuits
Comparison and proportions and manipulation
Use of sheep fats
Comparison of flavor and cost when using different fats
27 Xmas lesson
Peanut Butter
Butter Scotch
28 Fondant
29 Molasses ginger bread
Proportions of soda and molasses
Study and comparison of recipe
Substitutions for molasses
Grades and cost of molasses
30 Yeast bread
Study of yeast
Yeast experiment—effects of temperature
Study of manipulation
31 Entire wheat bread and graham
Different kinds of yeast
Reasons for kneading, baking, etc.
Reasons why bread isn't always good
32 Plain Rolls

Study of flour, bread and pastry and comparison in use and cost. Cost of home made bread and rolls compared with baker's product

33 Discussion and recitation on bread
Quiz on manipulation—why?
Yeast cells—effect of temperature
General talks on value of home made bread from health stand point and economic view

34 Apple and coffee cake

35 Plain cookies—drop cookies and rolled from same mixture
Study and comparison of recipe
Variations of recipe and method
Compare cost with baker's cookies

36 Plain cake: quick frosting
Comparison of recipes
Study of method and manipulation
Variation of recipe

37 Spice cake—Boiled Icing
Use of yolks only
Use of cheap fats
Degrees in boiling syrup
Invert sugar

38 Plain Pastry
Comparison of pastry with biscuit dough in proportion and method
Shaping of single crust
Lemon filling

39 Dried Fruit Pie
Pie crust continued
Place in diet
Cinnamon and cheese sticks

40 Coffee and cheese wafers
Invite teaches in
Rule for informal sewing

41 Invalid cookery
Feeding the sick. General rules
Junket, whey and lemon whey
Albuminized grape juice

Toast water and eggnog

42 Preparation of tray
Grape lemonade
Cracker gruel
Oatmeal and corn meal gruel

43 Crackers and toast water
Coddled and baked eggs

44 House keeping
Furnishing and care of bed room
Need of fresh air and sun light

45 Beef Experiments
To show effect of salt, hot and cold water
Structure of meat, scrapped beef
Demonstration of pan broiling steak
Carving of steak
Principles of cooking meat
Methods of cooking meat
Start soup stock for following lesson

46 Soup Stock
Soup with vegetables and rice
Nutritive value of soup, and cost
Place in meal and diet of different kinds of soup

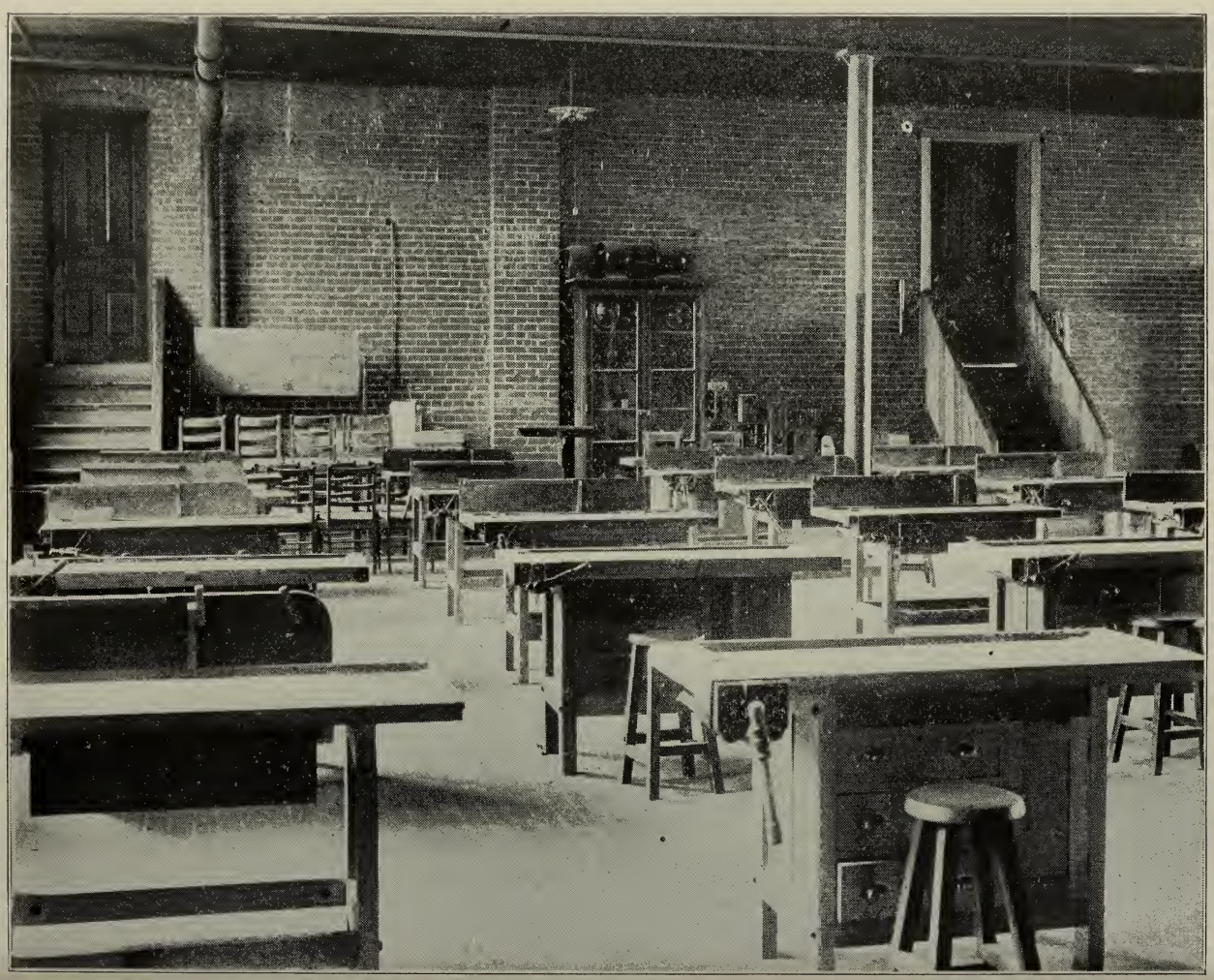
47 Pot roast of beef gravy
Cuts of beef, uses, prices

48 Left overs of beef
Meat pie with mashed potato crust
Casserole of rice-tomato sauce
Meat hash
Combination of meat with other foods
General proportions to use
Use of sauces and seasoning

49 Lamb stew
Variation in seasoning and methods
Cuts and kinds of meat to be used
Served with mint sauce
Compared with beef as to cost, cuts, etc.

50 Flank or round steak, stuffed or rolled
Cuts, cost, sewing, garnishing

51 Beef loaf baked
  Direction for deep fat frying
52 Veal cutlets breaded
  French fried and potato chips
  Cuts of veal compared with beef
  Cost of veal compared with beef
  Frying
53 Fish
  Stuffed and baked
  Broiled and fried
  Classes—characteristics
  Compared to meat in food value
  Cost—methods and principles of cookery
54 Salmon loaf
  Codfish balls
  Methods of preserving fish
  Uses of left over fish
56 Oysters stewed, fried
  Cost preparation
57 Review of meat lesson
  Table setting
58 Junket
  Cottage cheese
  Composition: food value, cost of milk compared with other foods
  Effect of heat on rennin
59 Cheese fondu
  Cooking of cheese, principles involved
  Digestibility of cheese
60 Rarebit
  Comparison of recipe for fondu and rarebit
  Different kinds of cheese and tastes
61 Eggs (partly review)
  Poached, scrambled, baked, fried, soft and hard cooked
  Use in diet
  Review principles of previous cooking of eggs—composition, cost, digestibility



MANUAL TRAINING

Manual Training is given to boys in the sixth, seventh, and eighth grades. The required work aims for a progressive growth so that added skill will be acquired for the purpose of mastering increasing details as they are presented by the different materials.

The course should be carried out in harmony with the real interests of the pupil and is therefore intended to be more or less flexible and elastic. While there is a definite course laid down for those who need definite work, yet individuality is encouraged so that whenever development is shown along any certain line the pupil is given work according to his developments. It is aimed to have each pupil plan and design a part of his own work by the time he has reached the eighth grade. Some will be able to plan the greater part while others will have to stay closer to the outlined course.

The materials used and the general scope of the work is outlined below under the different grades.

SIXTH GRADE

SLOYD

"Sloyd for the Three Upper Grammer Grades," by Gus ta Larson is used as a guiding text in this grade. The outline off the work as given below is such as a pupil of average ability can accomplish in one year, giving between one and two hours per week to the work.

Problem	1	Wedge	Sloyd,	No.	1	7th	Grade
"	2	Shrub label...	"	"	2	"	"
"	3	Pen Holder...	"	"	4	"	"
"	4	Tool Rack....	"	"	5	"	"
"	5	Iron Stand...	"	"	6	"	"

EIGHTH-GRADE BOYS IN MANUAL TRAINING WORK.

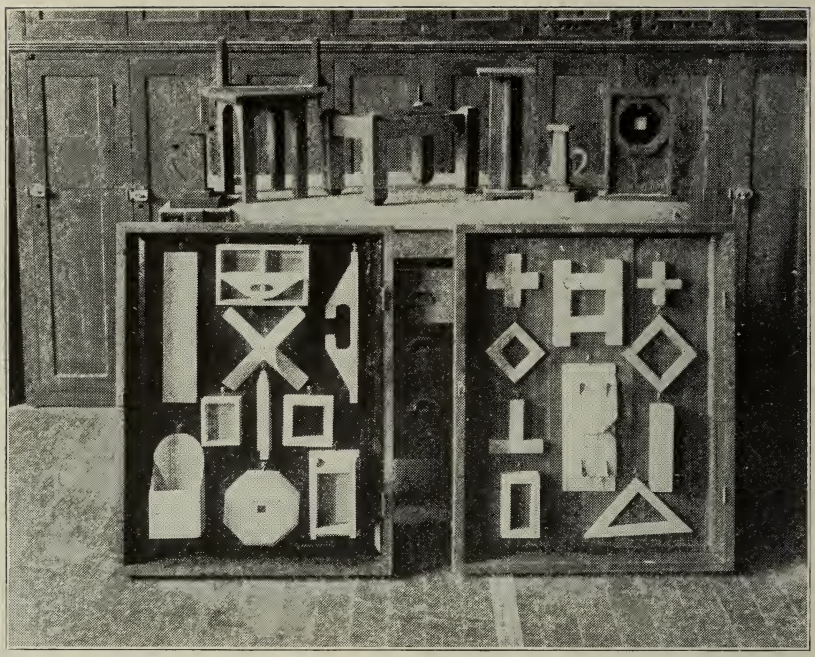
Problem	6	Window Stick	"	Suplementary Models	7th	G.
"	7	Letter Opener	"	"	"	"
"	8	Bread Board..	"	No. 7	7th	Grade
"	9	Nail Box.....	"	" 9	"	"
"	10	Coat Hanger	"	" 2	8th	"
"	11	Stand.....	"	" 4	"	"
"	12	Box.....	"	" 5	"	"

SEVENTH GRADE

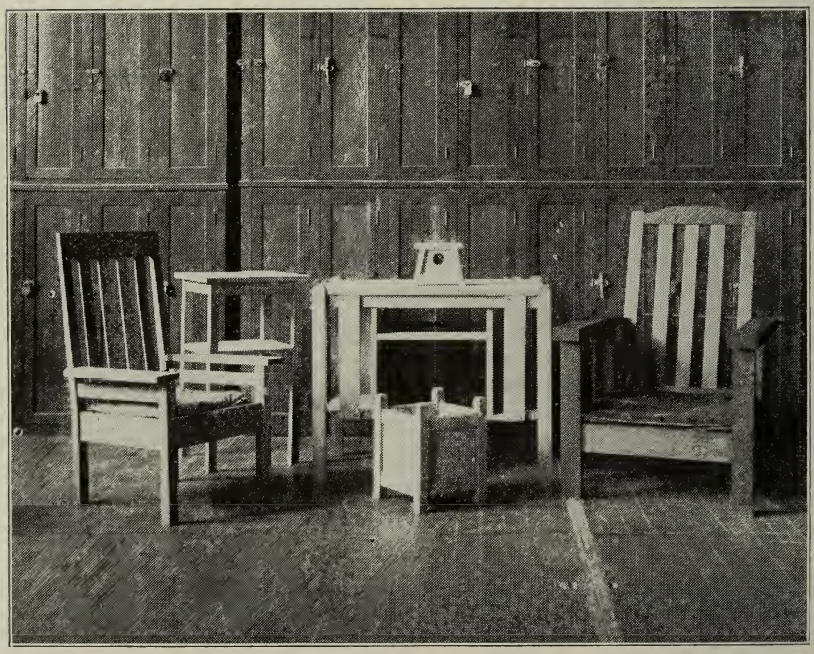
In this year's work the pupil is made familiar with all the tools commonly used in bench work, such as the saw, hammer, square, chisel, and plane. The pupil is taught to lay off his own work and construct the same. The course starts with such problems as will familiarize the pupil with the use of the tools and ends with small problems in furniture making.

An outline of the years, work, containing drawings and working directions, is furnished each pupil, so that the work is limited only by the pupil's own proficiency.

Problem	1	To Lay off a Board with Try-square and Pencil.....	Soft wood.
"	2	To Lay off a Board with Try-square and Knife.....	"
"	3	Sawing Exercise.....	"
"	4	" "	"
"	5	To make a Square out of ⅞ x ⅞" Material.....	"
"	6	To make a Wind Wheel.....	"
"	7	Planing Exercise.....	"
"	8	Letter Box.....	"
"	9	Nail Box.....	"
"	10	Ring Toss	"
"	11	Broom Holder	"
"	12	Small Foot Stool.....	Hard wood.
"	13	Book Holder.....	"
"	14	Candlestick.....	"
"	15	Taboret.....	"
"	16	Flower Stand.....	"



SIXTH GRADE.



SEVENTH AND EIGHTH GRADES.

EIGHTH GRADE

The work in this grade is largely a continuation of the work in the preceeding grade. More difficult problems are used and the boys are taught the processes of hard wood staining and finishing.

During the last half of the school year, a great deal of range is allowed for pupils to choose their own problems of construction. It is not expected that any one pupil do more than one of the last five problems given below. Some will not be able to get more than the first fifteen finished.

Problem	1	Half-lap Joint
"	2	End-lap Joint
"	3	End-and-cross-lap Joint
"	4	Planing Exercise
"	5	Sawing Exercise
"	6	Eight Inch Standard, Made of Four Pieces
"	7	Twelve Inch Standard, Tapering at the Top
"	8	Book Rack
"	9	Glove Box
"	10	Pen and Ink Tray
"	11	Mortise and Ten on Joint
"	12	Match Box
"	13	Clock Case
"	14	Wind Wheel
"	15	Umbrella Stand
"	16	Folding Screen
"	17	Folding Table
"	18	Telephone Stand
"	19	Library Table
"	20	Book Case

PHYSICAL TRAINING

Physical activity is as necessary for the mental development of the child as is mental activity.

Movements of the child are principally of two kinds, but we shall consider only those that arise from some cause within the organism. These movements are due to the discharge of nervous force from the lower centers of the brain. When these centers are filled, they undergo a change, and it is on account of this change that impulses to muscular action are sent out along the nerves controlling the muscles. As soon as these muscles act, a stimulus is returned to the brain. In this way a large part of nervous mechanism of the child is made to function naturally.

The impulse to physical activity is the ruling factor in the capricious attention of the child. For this reason, some physical activity must accompany, or closely follow every mental activity, and in this way we not only free the child from this disturbing influence, but we give him, at the same time, a feeling of pleasure.

It is possible, also, not only to use the physical or motor tendencies, but to make them a contributing part to the more purely thought work of the child. This is done through a careful selection of games. All of the sense training games, circle games, passing and tossing bean-bags, ring toss, and such games as Ruth and Jacob, Follow me and do as I do, Going to Jerusalem, etc., are especially good for this double purpose.

The muscles act more easily and gracefully, if consciousness is removed from the mechanics of the action to the thought to be expressed. For this reason dramatization is one of the very best forms of expression.

While free play is more desirable in the open air, directed games of a large, free kind can be played out of doors, under the direction of the teacher or pupils appointed by the teacher.

Exercises which bring into action all the muscles of the body and exercises for corrective posture should be given.

PRIMARY GRADES.

Marching

Forward and backward; sideward marching; in column of files, twos, fours, eights.

Arm and Leg Movement

Corrective posture work; balance movements; running in place; skipping, hopping and jumping.

Rhythmic Work

Marching and skipping in a circle; simple figures as spiral, figure eight, etc.

Folk Dances and Song Plays, as, The Blacksmith, The Tailor, Sing Song, Did You Ever See a Lassie, Dance with Me, Round and Round the Village, and many others.

Games

Many games have been given in connection with other work. In addition, the following are suggestive: Tommy Tiddler's Ground, Rabbit in the Hollow, Follow the Leader, Ruth and Jacob, Cat and Rat, Have You Seen My Sheep, Ring Call Ball, Pussy Wants a Corner, Garden Scamp, Fox and Geese, The King of France, Drop the Handkerchief and many others.

Light Apparatus

Rubber balls, wooden rings, dumb-bells.

GRAMMAR GRADES.

Marching

Marching in figures, facing right about and left about while on the march; drill regulations.

Rhythmic Work

Elementary dancing steps; Virginia Reel, May-pole Dance, Morris Dance, Highland Fling, Reap the Flax, Cornish May Dance, Swiss May Dance, The Spinning Song. Running for rhythm, light step and endurance.

Games

Basket ball

Base ball

GAMES ON THE PLAY-GROUND.

EIGHTH-GRADE GIRLS IN GYMNASIUM WORK.

Bean bags
Volley ball
Three deep
Circle Singing games and others

Light Apparatus

Wands
Dumb-bells
Hoops
Indian clubs

References

Education by Plays and Games.....G E. Johnson
Popular Folk Games and Dances.....Mari Hofer
Gymnastic Stories and Plays.....Rebecca Stoneroad
Games, Seat Work and Sense Training Exercises
.....Holton and Kimball
Games for the Playground, Home, School and Gymnasium.....Jessie Bancroft
Two Hundred Indoor and Outdoor Gymnastic Games
.....Maria Grey
Gymnastic Tactics.....E. H. Arnold
Folk Dances and Singing Games..Elizabeth Buchenal
Graded Games and Rhythmic Exercises..Marian Newton
Indian Clubs and Dumb-bells.....J. H. Dougherty
Graded Physical Exercises..... .....Bertha Colburn
Folk Dances and Games.....Caroline Crofford
Swedish Song Plays.....Jacob Bolin
Gymnastic Games.....E. H. Arnold

"KEEPING STORE"—A CORNER OF THE PLAY-GROUND

LESSON PLANS AND OUTLINES

LANGUAGE*

FIRST GRADE

AIM

Teacher's

(a) To help the children get clear ideas and express them in good form

(b) To give a game for the use of correct expressions

(c) To tell a story so that the children will be able to reproduce it later

(d) To give a memory drill

Pupils'

(a) To play a game to become familiar with correct expressions

(b) To be able to reproduce the story so as to bring out the thoughts in good order and by the use of good sentences

(c) To recite a poem for memory drill

Preparation

SUBJECT MATTER GAME. USE OF "YOU WERE" AND "WE WERE"

METHOD

John and Harry go into the hall and do something which they think the class cannot easily guess. (They may shake hands, bow to each other, walk up and down the hall, etc.)

When they come in they stand before the class and say "What were we doing?" All the class who are ready to guess, raise their hands. Either John or Harry, as the teacher may

*NOTE—The following plans were prepared and the lessons taught by student-teachers of the Training School.

decide, designates which child may answer. Child thus designated guesses, as, "You were putting on your hats." John and Harry answer "We were not putting on our hats." Another child may guess and the game continues until some one guesses correctly, when he may choose another one and they may go into the hall and the game be played again.

QUESTIONS ON THE STORY

Yesterday we heard a story about two little girls. Where was their home? What grew in their garden?

THE HOME

Why did the mother name the daughter after the roses? What kind of children were Rose-red and Snow-white? In what way did they help their mother? After the work was finished what did the children do?

THEIR PLAY

Where did they play? What games did they most enjoy? Who were their playmates in the woods? What animals did they play with? Why were the animals not afraid of Rose-red and Snow-white?

THE BEAR

Something happened one night. What kind of a night was it? What was going on inside the little house? What was happening outside? What did the children hear? Were they frightened? What did the mother tell Snow-white to do? Who came in when the door was opened? What did the bear want? How did the children treat him? (kindly). In the morning where did he go? Did he ever come back? What happened when spring came? Why did he leave? I wonder who his enemies were. We shall see.

Presentation

THE DWARF

One day as the children were gathering sticks in the woods they saw the queerest sight they had ever seen. There was a wrinkled little old man with a long white beard. Do you know what we call people who never grow big and when they are

old their faces are wrinkled and sometimes they have long beards? Yes, we call them dwarfs. This was a dwarf with a long white beard.

CROSS AND ANGRY

He had caught his beard in a tree trunk and was very, very cross and angry. But what do you suppose these good little girls did for him? Yes, they tried to help him but finally had to cut off part of his beard to loose him. Do you suppose the ugly, cross little fellow was pleased? No, he was very angry and did not even thank them.

UNGRATEFUL

Later on, the girls tried to help this same ungrateful dwarf when he was caught in a fish line, but had to cut off more of his beard to get him out of the tangle. How do you suppose he felt then? Yes, indeed, he was more cross and angry than he was the last time.

Another time they saved him from being carried off by an eagle, but this time in saving him, tore his brown coat. This made him more angry than ever. He scolded the children, picked up a bag, and went off, muttering and grumbling, while the children went on an errand for their mother. On their way back they saw the dwarf sitting on a log admiring a large pile of precious stones. When he saw the children he began to scold and got crosser and crosser until the children were very much frightened. They were away off in the woods, with no one near to help them, and the dwarf was so angry! Just then they heard a terrible growling, and wondered what was coming now.

THEIR OLD FRIEND, "THE BEAR"

When they turned around, what do you suppose they saw rushing through the bushes? Although fierce looking, and growling terribly, it was a friend who had come to save them. He said, "Don't be afraid, I am your old friend and playmate come to rescue you." They recognized the kind old bear whom they had saved that cold winter s night.

THE DWARF AND "THE PRINCE"

He killed the wicked old dwarf and while the children were watching him, the shaggy bear skin fell off, and there stood be

fore them a handsome man in beautiful and shining clothes. Who do you suppose it was? Yes, he was a kind prince whom the wicked dwarf had changed into a shaggy bear, and whose possessions he had stolen. When the wicked dwarf was killed, the prince was free again.

How do you suppose the prince felt at being free again? How would he feel toward the children who had helped him? Snow-white became his queen and the sisters and their mother went to live in his beautiful palace.

Application

QUESTIONS

HOW TO BE HAPPY

Do you like Rose-red and Snow-white? Why? What does kindness do for animals and people? Do you like to be happy? When Rose-red and Snow-white were doing kind things, how do you suppose they were feeling themselves? Was the dwarf happy? Why wasn't he?

Poem for Memory Drill

THE SWEET RED ROSE

"Good morning, little rose-bush,
  Now prithee tell me true,
To be as sweet as a red rose
  What must a body do?"

"To be as sweet as a red rose,
  A little girl like you
Kind and loving grows and grows
  And that's what she must do."

READING

FIRST GRADE

AIM

Teachers'

(a) By drill device to familiarize child with the written and spoken forms of words previously taught.

(b) By picture and story to develop the new words *asleep* and *robin*.

(c) By sentence work to strengthen child in using his vocabulary.

Child's

(a) To light and blow out the candles.

(b) To run , play and sing as the chalk directs.

(c) To tell what happened to Little Brother and who awakened him in the morning.

(d) To read the bed-time story.

Preparation

Toy, sun, help, chain, kite, sell, swing, live, boy.

WORD DRILL

We have here candles for ten girls and boys.

Would you like to light the candles? (Children give words as teacher writes them rapidly above the candles on the board, using yellow crayon.)

WORD DRILL CONTINUED

In addition to words above, give following for drill work also:

said	there	bird
pretty	name	little
ride	how	jump
two	put	mama
what	flowers	nest

Now our candles are lighted and we will pretend that it is evening time, the children's hour. You may do as the chalk directs:

Run Play Sing

After singing one of their little songs, let children "blow out" the candles by giving the words above quickly as teacher erases them.

Presentation

STORY FOR DEVELOPING NEW WORDS

Now our play-time is over; the candles are out; and we must be very, very still. I am going to tell you a story about a little boy who did not want to go to bed. His real name was Jimmie but every one called him Little Brother, so I shall, too.

Little Brother had been busy all day long, going to kindergarten, helping Mother, and playing with his pets and playmates. When evening came, it found a very tired and sleepy little boy. But Jimmie did not know how very near the sandman was, so he begged to stay up just a little longer to hear one more story.

DEVELOPMENT OF WORD "ASLEEP"

His mama said yes, but long before the story was half finished, what do you think happened? Little Brother fell fast—*asleep*. Child gives the word *asleep*.

WRITING WORD "ASLEEP" BY TEACHER

Would you like to see the chalk say *asleep*? (Write three times carefully, the second time talking about the formation of the letters, the third time asking children to follow chalk with fingers. Repeat tracing several times. Ask one child to trace word on board with pointer.)

Jimmie's mother put him to bed so carefully that he did not waken at all. He slept late the next morning, too. His playmates all wondered what had become of Little Brother. One of them said he would peep in and find out. I wonder if you can guess who it was?

DEVELOPMENT OF THE WORD "ROBIN"

"A birdie with a yellow bill
Hopped upon a window sill,
Cocked his shining eyes and said:
'Aren't you 'shamed, you sleepy head!'"

(Show picture and children will readily recognize the birdie with the yellow bill and give his name)—*robin.*

WRITING WORD "ROBIN" BY TEACHER

(Teacher writes on the board several times, and has children trace in the air, with closed eyes once or twice. Erase the words.)

Application

CHILDREN WRITE ON THE BOARD

Now you may run to the board. Write each word five times and write a sentence containing both new words.

NOTE—After the written work each child is given a copy of the hectograph lesson below and each child helps to read the story.

Good-night, Little Brother.
It is now bed-time.
The flowers are asleep in the garden.
The birds are asleep in the trees.
Stars in the sky watch over you.
Mama is singing to baby.
In the morning we will call you.
Wake up, Little Brother.
Do you hear the robin singing?
Yes, I see the robin, too.
Good morning, Mama.
Good morning, Alice.

SPEER WORK

FIRST GRADE

Teacher's Aim

General—To cultivate attention, concentration, alertness of mind, judgment, reasoning, and the power of definite action.

Special—To give training in hearing and vizualization; to review all the forms studied; to drill on color and position; to develop one-half; to lead the children to see the relation of 1 to ½ by comparing various magnitudes.

Child's Aim

To distinguish between the sounds of various objects when struck; to know all the forms studied; to recognize color; to name the forms in order of position; to divide objects into two equal parts; to find units one-half as large as other units.

Preparation

METHOD

SUBJECT MATTER—EAR TRAINING

Have pupils note sounds when various objects are struck as a tin pan, a glass tumbler, the table, blackboard, etc. Tell the children to close their eyes and listen carefully. Strike one of the objects. Call upon a child to tell what was struck.

Strike two or more objects. Call upon a child to tell the order in which they were struck.

Training in Vizualization; Review of All Forms Studied.

DRILL ON COLOR AND POSITION

Material: Circles, squares, oblongs, triangles, and cylinders cut from paper of the six primary colors and mounted on cards. A set of these cards with a different arrangement of colored forms on each one.

METHOD

NAMING THE FORMS FROM TOP TO BOTTOM OF CARD

(Hold a card before the class for an instant)
Look at the three forms carefully one after another
(Remove card)
Close your eyes and think the forms from top to bottom
What is at the top? At the bottom? In the middle?
Name the three beginning at the top
Child: "From top to bottom I saw a blue circle, a red triangle, and a green oblong"
Name the three beginning at the bottom
(Show another card)

NAMING THE FORMS FROM LEFT TO RIGHT

Which is the right side of this card?
The left side?
Look at the three forms carefully one after the other beginning at the left
(Remove card)
Name the forms from left to right
From right to left
(Continue with other cards. The child is soon able to vizualize almost instantly the colored forms)

REST EXERCISE AND EAR TRAINING

Game: "Who is it"

The children form a circle. One child stands in the center of the circle with his eyes closed and a pointer in his hand. At a given signal the children rotate until the child taps on the floor with the pointer, when they are to stop immediately. The child in the center must point to some one who is to take hold of the pointer. The child in the center of the circle asks "Who is it?" The child holding the pointer answers "It is I." If the child's name can be given correctly he is to take his place in the center of the circle.

Presentation

SUBJECT MATTER—METHOD

TO DEVELOP ONE-HALF

One day Mary and Helen asked their mamma for an apple. There was just one apple left in the basket. What will their mamma do with the apple so that one child may have just as much as the other?

Where will she cut the apple so that Mary will have just as much as Helen?

Inez, you may come forward and cut this apple so that each child will have the same sized piece. Hold up the pieces of the apple. Are the pieces the same size?

What one word can you use for "the same size"? (Equal)

What shall we call each of these parts? (One-half)

Show me one-half of the apple

Show me the other half

Show me two halves of the apple

Two halves equal what?

(Show stick of candy)

Into how many parts shall I break this stick of candy in order to separate it into halves?

What kind of parts must they be?

You may divide it into halves, John. Measure. Are the two parts equal? Show me one-half of the stick. Show me the other half. Show me two halves of the stick.

Then when anything is divided into two equal parts what do we call each of these parts?

Application

Finding one-half of various objects

Show me ½ of the top of your desk

Show me ½ of the blackboard

Show me ½ of your slate

Show me ½ of the cover of your book

Show me ½ of this solid

Show me ½ of that solid

Show me ⅔ of that solid

(Give each child a circle cut from paper)

Fold the circle into two equal parts. What is each part

called? Show me ½ of your circle. Show me the other half

Draw the unit on the blackboard making the unit 1 six inches long

Comparing Rectangles to show the relation of one to one-half

Tell all you can about the units 1 and 2

What part of 2 is as large as 1?

1 equals what part of 2?

2 equal how many times 1?

Can you find other unit equal to one-half of the unit 2?

Find other unit equal to ½ of other units

The unit 7 can be cut into how many 6's?

The different units can be made into what unit?

Find units two times as large as other units

Have pupils discover all the relations they can

NUMBER

SECOND GRADE

FACTORING

Aim:

Teacher's

To see that the pupils intelligently apply the principles in working out the factors of 72

Pupil's

To find the factors of 72

Preparation

Give the factors of 15, 30, 64, 63, 56, 36. In what tables are factors of 15 found? 30? 64? 63? 56? 36? What is a prime number? A composite number? How many 2's in 4? 2's in 5? 2's in 5 tens? 2's in 7? 2's in 7 tens?

Presentation

Who can skip to the board and write our new number? By what number can 72 be divided? (By 2.) Why? (Because any number which ends in 2, 4, 6, 8, or 0 can be

divided by 2 and 72 ends in 2.) Now let us work out the factors of 72. Skip to the board. What is the first step? (To find how many 2's in 7 tens. There are 3 groups and 1 ten left over.) What shall we do with the 1 ten left over? (Put it with the 2 ones; 10 ones and 2 ones making 12.) Than what shall we do? (Divide 12 by 2 and 12 divided by 2 equals 6.)

What then is one set of factors of 72? (36×2.) Are these the factors that we want? (No.) Why?

$$72 \div 2 = 36$$
$$72 = 36 \times 2$$
$$36 = 12 \times 3$$
$$72 = 12 \times 6$$

Because they are not in the tables, 12 being the highest number found in the tables. What are the factors of 36? (12×3 and 9×4.)

GETTING FACTORS IN THE TABLES

If we take 12×3, what may be put in the place of 36? (In the place of 36 we may put 12, one of its factors, if we combine 2 and 3 by times.) Then what is another set of factors of 72? (12×6.) Can we get still another set? (Yes.) How do you know? (Because 9×4 makes 36.) What shall we do with the 9? (We may use it as one of the factors of 72.) But what must we do with the 4? (Combine it with 2 by times making 8.) Then what is still another set of factors which we have found? (9×8.)

$$72 \div 2 = 36$$
$$72 = 36 \times 2$$
$$36 = 9 \times 4$$
$$72 = 9 \times 8$$

Generalization.

(Pupils at desks.) What kind of a number is 72? (72 is a composite number.) Why? (Because it can be factored.) What are the factors of 72 to be remembered? (12×6) (9×8.)

ALL FACTORS OF 72 FOUND IN THE TABLES

Why do we wish to remember these? (Because they are found in the tables.) How many 12's in 72? 6's in 72? 9's in 72 8's in 72?

Application

I am on my way to the store with 6 dozen eggs, how many eggs have I in my basket?

APPLIED PROBLEMS

If I spent $\frac{1}{8}$ of 72 ¢, how much would I have spent?

How many 2 ¢ stamps can be bought with $\frac{1}{9}$ of 72 ¢?

TABLE OF 6'S COMPLETED

72 finishes what table? (The 6's.) You may write that table.

HISTORY

SECOND GRADE

Aim:

Teacher's

To show the value of fear in making the first conquest of fire whereby a crude social and industrial life was established.

Pupil's

To learn how the primitive people first made friends with the fire.

Preparation

SUBJECT MATTER—LIFE OF TREE DWELLERS

METHOD

Where were the homes of the first people? Why did they live in the trees? How did they get their food? Why did each one live by himself?

FEAR OF WILD ANIMALS. FEAR OF THUNDER AND LIGHTNING

Why did they fear the wild animals? What did the people fear besides the animals? Why did they fear the thunder and lightning more than they did the animals?

Presentation

THE FIRST FIRE. FIRE, WHAT THE PEOPLE THOUGHT IT WAS

Had the people ever seen any fire before? Then what did they think that the fire was? (A great monster.) Why did they think that it was an animal? (It seemed to eat things.)

FEAR OF THE FIRE

What did the animals do when they saw the fire? What did the people do? What did Bodo do when he saw the fire?

HOW BODO SHOWED HIS COURAGE

Why did Bodo not run away? What did he want to do with the fire? (Make friends.) Why did he want to make friends with it? (He saw the animals were afraid and ran away.) How could he make it his friend? What did Bodo have to do to make the fire stay with him? How did he feed it?

BODO'S CARE OF THE FIRE

Why did he have to care for the fire all the time? Why? could he not have found some more, if this fire had gone out Why could he not have made some more fire? How did Bodo take care of the fire at night? Why was he not afraid to stay on the ground now? How did Sharptooth feel when she saw Bodo caring for the fire alone at night? (She was fearful lest this great monster would harm him.)

THE MOTHER-LOVE OF SHARPTOOTH

What would cause Sharptooth to overcome her fear? What did Sharptooth do to show that her mother-love was greater than her fear?

THE FIRST USE OF FIRE

Now when Bodo and Sharptooth both stayed on the ground all the time to care for the fire, where was their home? What did the fire give to them besides its protection? (Light and warmth.) What did the other people do when they saw Bodo's fire? Why did they want to stay around the fire? Now, where did the people make their homes? When the people all

STUDENTS WHO ARE DOING PRACTICE TEACHING IN THE PRIMARY GRADES.

live together around the fire, who now takes care of it? Since all of the people care for it, to whom does it belong?

And thus, for the first time, the people have a common interest and each person no longer looks only to his own safety but in caring for the fire, he also cares for the safety of his fellow men.

FORMATION OF FIRE CLAN

When people live and work together what is developed? (A social life.)

Generalization.

Through fear the first conquest was made.

What first lead the people to conquer the fire?

Fire changed the mode of living.

How did the people live before the coming of the fire? What difference did the fire make in their way of living?

What difference did the coming of fire make in the lives of the individuals?

LANGUAGE

THIRD GRADE

Aim:

Teachers'

To develop the history and significance of the flag.

Pupils'

To find out who made the flag and why she made it as she did.

Preparation

EACH COUNTRY HAS A FLAG

What does every ship carry on her mast to show where she is from? At first our country was governed by England but after a while she began to govern herself. Our need of a flag. What would she want in order that people could tell her ships from those of other countries? What man would see about get-

ting a flag? Who was our first president? Who can tell me how many states there were in our country at first.

Presentation

THE MAKER OF THE FLAG

Whom did George Washington ask to make the flag? The first thing to do was to decide the colors to be used.

COLORS TO BE USED AND WHY

What colors did they use? Let us see if we can find out why they decided to use these colors.

What kind of men go to war for their country? What often happens to these men in the battle? They shed their what for their country? What color could they choose for them?

RED "BE BRAVE"

Red then means what to us? (Be brave.)

WHITE "BE PURE"

What color is snow? When snow first falls how does it look? We say then that it is what? Why then did they choose white? (Because white tells us to be pure and good.)

BLUE "BE TRUE"

What color is a forget-me-not? If our friends do not forget us, we say they are what to us? (True to us.) Then what does the blue say to us?

PATTERN OF THE FLAG

Now let us see where we shall place our colors.

What color is the sky on a pleasant night? What can you see in the sky?

FIELD

Where do you think they got their idea for the field of our flag? How many states had we then? How many stars do you think they would put in their flag?

STARS

Washington had decided to use a star with six points, but Betsy Ross said, "Let us use a five pointed star."

Why do you think she did this? (The children know how to make, with one clip of the scissors, a five-pointed star.)

STRIPES

For the red and the white they decided to use stripes. How many stripes do you think they would use? Why? How long do you think they would use thirteen stars and thirteen stripes?

SIZE OF FLAG

What effect would the adding of more stripes have to the size of the flag? When there were twenty states how many stripes did they have? What would they decide about the size of the flag?

CHANGES

How many stripes do you think they would decide to use in every flag? Why? That would make one more of one color than the other? Of which color would they have seven?

Give me several reasons for it. How many stars would they decide to have? What is our country's most important day?

TIME OF CHANGE

When do you think they would change the number of stars after a new state comes in?

Summary

COLORS

What shape is our flag? What colors are in it? Where do we find each?

STARS AND STRIPES

How many stars and stripes did we have at first? How many stars have we now? Why? Why do we use a five-pointed star? Who made our first flag?

MEANING

What should red mean to us? The white? The blue? Name some of the things we should think of when we see the flag.

NOTE—Before teaching the above lesson have the drawing teacher show the children how to fold a rectangular piece of paper. and with one clip of the scissors cut out a five-pointed star. Have her also teach them to draw and color flags.

The music teacher should teach several appropriate songs, after the lessons have been given.

NATURE STUDY

THIRD GRADE

THE CARDINAL

Aim:

Teacher's

To train children to acquire habits of close observation and patience and self control such work as this develops.

Pupils'

To become acquainted with the cardinal through color, song, habits.

Preservation

SPARROW

How many birds do you know either by song or color?

ROBIN

How many have ever seen a red bird? How large was it?

SWALLOW

Had it any other color on it? Did its head differ in any way from that of the robin?

Presentation

CARDINAL

(After the class has been taken out by the teacher and has also had several days for individual observation. Show a pic, ture of the cardinal calling special attention to the large beak and to the topknot.) There are several things to be noted when observing the cardinal.

COMPARE WITH OTHER BIRDS

How does it compare in size with the robin, with the swallow? How do the male and female differ? Which is larger? Which brighter? Are they tame or very shy? Why do you think so? Do they fly high or do they stay down near the ground?

NEST

How many have ever seen a cardinal's nest? How large is it? Is it as large as the robin's? How does it compare in size

with the swallow's? How with the sparrow's? Which of all these nests is most neatly built? Which most strongly? Where is it placed? Why?

EGGS

How many eggs were there in the nest? How do they compare in size with the robin's egg; are they larger or smaller? What color are they?

FOODS

Upon what does the cardinal feed? (Fruit, berries, insects? seeds.) If they eat fruits, are they a harmful bird? If they eat insects, are they helpful? (More helpful than harmful.)

CALLS

How many know the cardinal's call? How many calls has it? Can anyone imitate the cardinal's call?

SONG

How many know the song of the cardinal? How many like this song? Why do you like it? How does the song differ from the call?

Application

What pleases you most in the cardinal? (Fearlessness and cheeriness.)

Note—The study of the cardinal will form a basis for a language paper in which the points noted by the children and talked about in class, shall be put into simple but correct English.

PHYSIOLOGY

FOURTH GRADE

SLEEP

Aim

Teacher's

To show the use of sleep and some good habits concerning it

Pupils'

To learn what sleep is for and the best way to take it

SUBJECT MATTER—NEED OF REST

METHOD

Preparation

When you have been out running and playing how do you feel? What has been happening to the body that you feel tired? (It has been torn down.) What does it need? (To be built up again.) What must we give it in order that it may be built up again?

RESULT OF NO REST

If you should refuse to give the body rest what would happen? (It would refuse to work.)

Presentation

THE BRAIN ESPECIALLY NEEDS REST

Now there is one part of the body that especially needs rest. What part of the body is working when we are studying? (The brain.) What is the work of the brain? (To think.) When is the brain working? Yes, the brain is working all the time we are awake; when we are out playing, or sitting down resting or in the schoolroom studying. If the brain works so hard what must we give it?

SLEEP, THE REST OF THE BRAIN

What is the rest of the brain?

RESULT OF NO SLEEP

We said our bodies would refuse to work if we did not give them any rest; what will our brains do if we do not give them sleep? (Teacher may tell stories of people going to sleep in spite of every effort to keep awake, as soldiers on duty.)

BOYS AND GIRLS GROW WHEN ASLEEP

There is a change going on in the bodies of boys and girls; they are becoming taller and larger; what do we say their bodies are doing? We know they are growing when we are working and when we are playing; at what other time do they grow? How do we want our bodies to grow?

CARE OF BED

If we are growing when asleep and we want our bodies to be straight what can you say of the use of high pillows?

VAPOR AND GERMS COME FROM BODY

What is it that is continually passing from our bodies?

BED CLOTHING MUST BE AIRED

What should be done to rid the bed of these impurities?

NEED OF PURE AIR

What effect upon our feeling does the kind of air in our sleeping room make? In what kind of air do our bodies build up fastest? Many people have found that they need an hour less of sleep if they sleep out of doors. Why? What kind of air, then, ought we to have around us when we sleep?

OBTAINED BY OPEN WINDOW

Now it may not be possible nor best for all of us to sleep out of doors; how can we have pure air in our rooms?

AMOUNT OF SLEEP NEEDED

What are your bodies doing that older people's are not? They need a great deal of what, in order that they may build up quickly? Who, then, need the more sleep, boys and girls or grown up people? Yes, boys and girls need about ten hours of sleep while grown up people need only eight.

BEST HOURS FROM EIGHT TO SIX

Let us see when to take this ten hours of sleep. What boy or girl ever sat up until ten, then slept until eight? Have you ever gone to bed at eight and risen at six? After which sleep did you feel the better? What, then, do you know are the best hours for sleep?

SHOULD BE TAKEN REGULARLY

We have said we must be regular in our eating that our bodies may grow well, what would you say about sleep? Why

Comparison

TREES, FLOWERS, ANIMALS, ETC. TAKE SLEEP

When do the trees take rest? When do the flowers? What is the sleep of butterflies and insects?

Do animals sleep? When? (Teacher tells how some animals hibernate.) Do the flowers and trees and animals take their sleep regularly or at any time?

Generalization

ALL LIVING THINGS SLEEP

What things, then, take sleep? Why do all living things need sleep? Since flowers, trees and animals take sleep regularly and we know that we feel better by having our sleep regular, what shall we conclude?

Summary

We have decided that we must have what; that we must have it how; and we must have it when? What are we going to do that these things we have learned may do us a great deal of good?

READING

FOURTH GRADE

THE STORY OF BRUNHILDA

Aim

Teacher's

To teach a lesson in bravery and the value of punishment for our misdeeds.

Pupils'

To read the story and find out the fate of Siegfried.

Preparation

SETTING OF STORY

A long time ago in a beautiful city along the Rhine River lived Siegfried, the son of the King of that country. Siegfried one morning made up his mind he would go out into the world for himself. The first person he met was Mimi, a blacksmith. Siegfried was very powerful and with one blow destroyed his anvil. Mimi was frightened and decided to punish Siegfried. He sent him to fight with a great monster in the

wood but Siegfried easily killed the monster. Mimi then told him how the Rhine gold had been hidden and was guarded over by a great monster. Siegfried was able to kill this dragon. After killing it he could understand the birds as they sang. They told him to go away, as Mimi was seeking his life; also that there was a beautiful maiden named Brunhilda who lived in a mountain far away, surrounded by magic flames. Someone must ride through the flames and wake her with a kiss before she would come back to life. Siegfried decided to go at once.

DEVELOMENT OF WORDS—HELMET

As Siegfried went up the mountain he saw a young warrior dressed in shining armor with a (hĕl - mĕt) on his head.

Siegfried spoke to him and he opened the front part of his helmet or (vĭs - or).

BRUNHILDA

When he opened the visor he saw a beautiful maiden whose name was (Brŭn - hĭl - da).

MAGIC

Siegfried had broken the spell which had been thrown over her by more than human power or (măg - ĭc).

WOTAN

Brunhilda's father the King of the Gods, was named (Wōt - an).

WALKYRIES

The daughters of Wotan were called (Wäl - kyr - ies).

WALHALLA

Wotan had a very beautiful palace where all slain heroes were carried, its name was (Wal - hăl - la).

MORTAL

Wotan became angry with Brunhilda and said she should no longer be a goddess but should become a (mor-tăl) woman.

RETRACT

Brunhilda's sisters begged him not to do this but he would not take back or (re-trăct) his word.

DISCLOSED

Wotan finally promised that her husband should be a hero and told or (dĭs-clōsed) his plan.

Continued Preparation

NOTE—This is given after lesson has been studied.

QUESTIONS ON SETTING OF STORY

What is the name of our hero? Where did Siegfried live? What did he do when he was a boy? Where did he first go? Whom did he meet? What kind of a man was Siegfried? How did Mimi like him? What did he make him do? Who won? Was Mimi content? Why not? What next did he have Siegfried do? What did he wish to get? Who won this time? What happened after the victory? The bride told Siegfried of whom? What did he decide to do?

Drill on these words.

hĕl - mĕt	vĭs - or
Brŭn - hĭl - da	măg - ĭc
Wōt - an	Wäl - kyr - ies
Wal - hăl - la	mor - tăl
re - trăct	dĭs - clōsed

Presentation

QUESTIONS ON LESSON

What did Siegfried see as he came near the mountain What did he do? When Siegfried saw the warrior what did he do? Did the warrior reply? He opened the visor and what did he see? Who was the beautiful maiden? What were these maidens called? Who was their father? His great palace was called what? How did Brunhilda displease her father?

PUNISHMENT OF BRUNHILDA

What did he do to punish her? What did her sisters persuade Wotan to do? What happened to Brunhilda? What could waken her from this sleep? Reading of the lesson.

Generalization and Comparison

BRAVERY

What kind of man do you think Siegfried was? Siegfried was very brave. Why do you know he was brave? (Because

he rescued Brunhilda.) How did he act through every danger? Why was Brunhilda punished? Is this often the case? Is it best or not?

How many of us have known a real brave person? Tell incidents of people who were brave.

Application

Do you like Seigfried? Why? Do we have such people today? Yes, it is possible for each of us to be brave and strong.

NEED OF PUNISHMENT

Would Brunhilda have been the same if not punished? Often punishment does what? Is it a good thing or not?

ARITHMETIC

FIFTH GRADE

DIVIDING A FRACTION BY A FRACTION

Aim:

Teacher's

To develop the process of dividing a fraction by a fraction, Taking clear to pupils the reason for inverting the terms of the mivisor.

Pupils'

To learn how to divide a fraction by a fraction.

Preparation

SUBJECT MATTER

METHOD

Dividing a Fraction by a Whole Number. $4/5 \div 2 = 2/5$, $5/6 \div 2 = 5/12$

Give two ways of dividing a fraction by a whole number. (Either divide the numerator by the whole number, or multply the denominator by the whole number). Which way is generally used? Why?

Multiplying a Fraction by a Whole Number. $\frac{2}{5} \times 3 = \frac{6}{5}$, $\frac{5}{6} \times 3 = \frac{5}{2}$

Give two ways of multiplying a fraction by a whole number. (Either multiply the numerator by the whole number, or divide the denominator by the whole number.) Which do we generally do? Why?

Presentation

SUBJECT MATTER

METHOD

$\frac{2}{3} \div \frac{3}{4}$

We are to divide $\frac{2}{3}$ by $\frac{3}{4}$. Let us first divide $\frac{2}{3}$ by 3. What will our quotient be? $\frac{2}{3} \div 3 = \frac{2}{9}$. Now we were not to divide by 3 but by $\frac{3}{4}$. Have we divided by a number too large or too small? (Too large.) How many times too large? (Four times.)

If we have divided by a number that is four times too large what about our quotient? (It is four times too small). Then if our quotient $\frac{2}{9}$ is four times too small, how can we make it right.

(Multiply it by 4.) $\frac{2}{9} \times 4 = \frac{8}{9}$.

The problem completed stands before the pupils in this manner. $\frac{2}{3} \div \frac{3}{4}$, $\frac{2}{3} \div 3 = \frac{2}{9}$, $\frac{2}{9} \times 4 = \frac{8}{9}$.

NOTE—Children will generally discover for themselves in a day or two that the divisor is turned upside down or inverted, teacher suggesting about the second day that there is a shorter way, $\frac{2}{5} \div \frac{3}{4}$; if they do not, in dividing $\frac{2}{5}$ by $\frac{3}{4}$, to get our quotient $\frac{8}{15}$ we multiplied the numerator by what? $\frac{2}{5} \div 3 = \frac{2}{15}$ And 3 is what of our divisor?

$\frac{2}{15} \times 4 = \frac{8}{15}$

We multiplied the denominator by what? And 4 is what of our divisor?

Since we have multiplied our numerator by the denominator of our divisor and our denominator by the numerator of our divisor, what may we do in order to make a multiplication problem of this?

INVERT TERMS OF DIVISOR

(Put 4 for the numerator and 3 for the denominator.) Then we really turn the fraction how? (Upside down.) Yes, but who

can give me one word that means the same as upside down? (Invert.) What have we done after inverting the terms of the divisor? (Multiplied.)

PROPER PLACING OF PROBLEM

In order to tell a division problem from a regular problem in multiplication, how must the problem be placed? $\frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$

Generalization

In dividing a fraction by a fraction, first invert the terms of the divisor and multiply.

What is the first thing done in dividing a fraction by a fraction? (Terms of divisor inverted.) After the terms of the divisor are inverted, what is done? Who will tell me just how to divide a fraction by a fraction? (First invert the terms of the divisor and then multiply.)

What do we use in order to shorten multiplication of fractions? (Cancellation.)

CANCELLATION TO SHORTEN PROBLEM

Then after we have inverted the terms how may we shorten our problem still more.

Application

Pupils are sent to the board to solve problems in division of fractions.

$$\frac{4}{15} \div \frac{2}{3}$$
$$\frac{3}{8} \div \frac{9}{14}$$
$$\frac{9}{16} \div \frac{5}{8}$$
$$12\frac{1}{2} \div 6\frac{1}{4}$$

GEOGRAPHY

FIFTH GRADE

THE PANAMA CANAL

Aim

Teachers'

To teach the necessity of a canal connecting the Atlantic and Pacific Oceans and what the United States is doing toward constructing it.

Pupils'

To learn about the construction of the Panama Canal and to see how the United States has profited by the failure of other countries.

Preparation

LOCATION OF PANAMA. SIZE. SURFACE.

Where is Panama? Give its shape. Give its width. What is its surface? In what condition is most of the land? Why is it so swampy?

CLIMATE

What kind of climate has it? Why? Describe the seasons.

PEOPLE

Describe the Panamanians. What language do they speak? Why?

CHIEF CITIES

Name two important cities. What does Colon mean? A present what is the nearest way to go from New York to San Francisco by water? How might this route be shortened?

INTEREST OF OTHER COUNTRIES, SPAIN, SCOTLAND,

ENGLAND, FRANCE

What countries tried to solve this problem? What was the result of their attempts? Why? Which of the countries made the greatest effort to construct this canal?

DE LESSEPS

Who took charge of this work? When? Why was France so confident of success? (Under the command of De Lesseps the French succeeded in constructing the Suez Canal, thirty years before.)

FAILURE

What was the result of her attempt? Give four reasons for her failure?

1. Disease caused by unhealthful climate.
2. Mismanagement.
3. Inadequate machinery.
4. Inability to get laborers.

UNITED STATES INTERESTED

What other country finally became interested? What event led them to see the necessity for a canal?

SPANISH-AMERICAN WAR

How long did it take the Oregon to travel from San Francisco?

PANAMA A REPUBLIC

To what country did Panama belong? What did she do to make it possible for the United States to fulfill her desire to build a canal?

Presentation

In order to obtain full control of the work and of the land what would be necessary for the United States to do?

PURCHASE OF CANAL ZONE

So the United States purchased a strip of land fifty miles long and ten miles wide, between Colon and Panama City, about one fourth the size of the isthmus, and called it Canal Zone.

GOVERNMENT ESTABLISHED

After the Canal Zone with about fifty thousand people and a great many small towns became the possession of the United States, what would she first need to do? (Make it as much like the United States as possible.) What would she do in order to better conditions. (Establish schools, courts, prisons, police, post-offices, etc.)

CONQUEST OF DISEASE

What was the greatest enemy to all the nations who had tried? (Disease) What diseases destroyed so many lives? (Yellow fever and Malaria.) These diseases are caused in what manner (By the bite of the mosquito.) Then in order to destroy these diseases what would have to be done? (Destroy the mosquito.)

DREDGING SWAMPS, USE OF KEROSENE

What have we learned as to the best methods of destroying the mosquito? (Either by dredging the swamps or by pouring

kerosene on the stagnant water.) Then what would the United States do towards destroying the mosquito? Yes, she employed an army of men to take care of this work alone.

HOSPITALS

Then in case of sickness or accidents she also sent an army of physicians, surgeons, and nurses to take care of the sick and to establish hospitals.

It took the United States two years to get the zone in a fit condition for white people to live in and to start to dig the canal.

BUILDING THE CANAL

What would they have to dig through? (A chain of mountains.) What kind of machinery would be needed? What would have to be done with the rocks? (Blasted.)

STEAM SHOVELS

How could they get rid of all the soil? (By the use of steam shovels.) After shoveling it, where would it be taken in order to be out of the way? The United States employed an army of trainmen to take care of this work.

CULEBRA CUT

At Culebra the canal had to be dug through nine miles of solid rock in some places three hundred feet deep. This is called Culebra cut.

CHAGRES RIVER AND ITS USE

What is one of the largest rivers of Panama? (Chagres.) What happens to it during the rainy season? This river could be a detriment but instead, it is going to be of value. Can you think how?

GATUN LOCKS AND DAM

When there is a fall as in Erie canal, how do vessels go over it? (By means of locks or water gates.) The water of the Chagres river is dammed. This is called Gatun Dam, and the locks are called Gatun Locks, and are the largest in the world.

WORKING FORCE

What two men do we associate with the Panama canal? (Mr. Roosevelt and Mr. Taft.) Why? It is said that the canal will

be a lasting monument to them. There are forty thousand laborers at work. Are these all Americans? The Americans are fitted to do what kind of work?

GOLD MEN

These are paid in gold and are called "Gold Men." Those doing the common labor are of what class? Many of the negroes are from the West Indies.

SILVER MEN

The common laborers are paid in silver and are called "Silver Men." How are all these fed.

FOOD

The Panamanians and those employed from the nearby islands could live upon what kind of food? Where do the Americans get most of their food? (It is sent from the United States.) Large commissaries have been established where the people can buy food that has been shipped from the United States.

CANAL COMPLETED

When is the canal to be finished? It is said it will be completed in 1913, but the Exposition is to be held in 1915. The cost of the canal will be about $300,000,000.

VALUE OF THE CANAL TO THE UNITED STATES

Is it going to pay the United States for building it? How? All foreign vessels will doubtless have to pay toll for passing through. In what ways will the canal be of value to the United States?

Generalization

When did the United States realize her need for a canal at Panama?

At the time of the Spanish American war the United States more fully realized the need of a canal.

What did she decide to do?

The Canal Zone was purchased by the United States and made inhabitable by establishing a good government and destroying filth and disease.

What did she do first of all to make it a fit place to live in?

ADEQUATE MACHINERY WAS PROVIDED

What did she provide her men with to make their labor less difficult?

Why does the United States spend so much money and time in providing good government, good schools and keeping the Zone clean?

The United States profited by the experience and failures of others.

The canal will be of inestimable value to the United States and the world in general, principally by shortening the routes.

What lesson did she learn from the failures of other countries? In what ways does the United States expect to make the canal profitable to the United States?

Of what value will the canal be to the United States and the rest of the world?

NATURE STUDY

SIXTH GRADE

MOSQUITOES

Aim:

General

To arouse a permanent interest in the economic forces of nature.

Teacher's

To teach the harmfulness of the mosquito and the methods by which it may be exterminated.

Pupils'

To learn why the mosquito is harmful and how to get rid of it.

Preparation

METHOD

SUBJECT MATTER—INSECT BENEFICIAL

What is an insect? Name some beneficial insects. Why is the ladybug beneficial?

HARMFUL

Name some harmful insects. Why is the house fly harmful?

MOSQUITO

What insect have we been studying? How do you know that the mosquito is an insect?

THE STAGES IN THE LIFE OF THE MOSQUITO

What are the stages in the life of a butterfly? Through what stages does the mosquito pass?

EGGS

Describe the appearance of the eggs of the mosquito.

RAFT

Why are they arranged in a raft? How many eggs were in the raft which you observed? What did you find when you observed the eggs the following day?

LARVA

Describe the larva. What is the common name for the larva? (Wrigglers)

PUPA

What change of the larva was observed within the next few days?

ADULT

Tell of the change from the pupa to the adult.

Presentation

MOSQUITO HARMFUL

Why do we speak of the mosquito as harmful?

BITES—REMEDIES

Give some remedies for mosquito bites. Is there any more serious harm than the pain from the bite of the mosquito?

MALARIA—CAUSE

Have any of you had malaria? What causes malaria? The chief kinds of mosquitoes in this section are the Culex and the Anopheles. When the Anopheles mosquito bites a person malarial germs are left in the blood which may produce the disease.

ANOPHELES AND CULEX DISTINGUISHED

How many ever noticed a difference in the way mosquitoes alight? The Anopheles alights with its body vertical to the object upon which it is resting while the body of the Culex is horizontal.

The palpi of the anopheles are about as long as the antennae while the palpi of the culex are much shorter. What kind of mosquitoes have you observed?

YELLOW FEVER

It has been found that another species of mosquito living in the southern part of the United States transmits the yellow fever germs, causing great loss of life.

ENEMIES OF THE MOSQUITO—FISH, TADPOLE

What did you observe when you put mosquito larva into the fish aquarium? What did you observe when you put the mosquito larva into the tadpole aquarium? Give some ways of exterminating the mosquito. It has been observed that many different fish, tadpoles and dragon-fly nymphs eat the larva of the mosquito.

EXTERMINATION—NATURAL METHOD

Name some enemies of the adult mosquito. Give one way of getting rid of the mosquito; another.

ARTIFICIAL METHOD

When natural methods do not accomplish all, what other means would you suggest? Why would these be called artificial methods? Why drain the swamps, cover the rain barrels, etc? What did you observe about the position of the larva in the water? Why did they come to the surface? On the surface of the water is often put a fluid lighter than water which easily covers it with a thin film and is harmful to insect life. Can any one tell what we might use? Kerosene used in the proportion of one ounce to fifteen square feet will cover the water with a thin film which will remain for two weeks unless there are heavy rains.

Summary

How should we consider the mosquito a friend or an enemy? If an enemy what should we try to do with him?

EXTERMINATION—NATURAL, ARTIFICAL

Name some natural means for getting rid of the mosquito; name some artificial means. Which is the better?

LITERATURE

SIXTH GRADE

Aim

Teacher's

To lead the children to understand what was lacking in the character of the poet.

Pupils'

To learn why the poet failed to bear an exact resemblance to the Great Stone Face.

Preparation

METHOD

SUBJECT MATTER

DEFINITION OF WORDS AND EXPLANATION OF PHRASES AND SENTENCES

What is the meaning of ode? celestial? sordid? What is meant by this sentence—"Often, however, did the mountains which had been familiar with him in his childhood, lift their snowy peaks into the clear atmosphere of his poetry?" Why do you call the poet a man of genius? What is the meaning of grandeur? What is meant by the beast of the mountains?

Why does Hawthorne say "a celestial smile has been thrown over the lake?" Explain what is meant by the "deep immensity of its dread bosom." What is it to be "sordid with the common dust of life?"

What makes up the poet's "mood of poetic faith?" What is meant by "the hidden traits of a celestial birth?" Why is the poet's ideal the truest truth? Why did angels seem to have been Ernest's constant companions? Explain the meaning of pavilion.

POETS AND POEMS

Name some poets whom you have studied? Name some poems of nature? Some of common things? How does the poet make the well known landscape or the common things appear? The poet beautifies the common and familiar. What is the great work of the poet? The poet interprets.

Presentation

THE POET'S THEMES

About what did the poet write? What was the effect of his poems?

THE EFFECT OF THE POEMS UPON ERNEST

What did Ernest think as he read these poems? Do you think Ernest's life had influenced the poet up to this time?

THE POET'S VISIT TO ERNEST, AND THEIR EFFECT UPON EACH OTHER

Tell of the poet's visit to Ernest. What did the poet think of Ernest's conversation? What effect did the poet have on Ernest? Why did Ernest not find the poet to fulfill the prophecy?

Comparison

The poet, a native of the valley, comes to visit Ernest.

Who was the poet? Where had he been? How did his coming differ from that of the other three men?

COMPARISON OF THE POET WITH THREE OTHER DISTINGUISHED MEN

Compare the poet with Mr. Gathergold, with Old Blood-and-Thunder, with Old Stony Phiz.

ERNEST'S APPRECIATION OF THE POEMS

What had Ernest thought as he read the words of the poet?

ERNEST'S ADMIRATION OF THE POET

What did he think as he talked with the poet?

Ernest's disappointment because the poet's life had not corresponded with his thoughts.

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STUDENTS WHO ARE DOING PRACTICE TEACHING IN THE GRAMMAR GRADES.

Was Ernest disappointed? Why? Was the fact that the poet did not resemble the Great Stone Face Ernest's chief disappoinntment? What reason did the poet himself give for not fulfilling the prophesy?

The Poet's regret for his incomplete life compared with the other's self-satisfaction.

Did he now regret this? Had these other men been satisfied with their lives?

BEAUTIFUL THOUGHTS MAKE BEAUTIFUL FACES

What is necessary that a face may be really beautiful? It must reflect beautiful thoughts.

Application

READING OF THE STORY

Now let us see how well you can read the lesson.

Summary

THE POET'S GIFT FROM GOD

What gift had the poet? Where had he obtained this gift?

ERNEST'S HOPE CONCERNING THE POET

What did Ernest think of the poet as he read his poems?

THE MEETING OF ERNEST AND THE POET

Tell of the meeting of Ernest and the poet.

THE REASON THE POET DID NOT EXACTLY RESEMBLE THE GREAT STONE FACE

Why did not the poet fulfill the prophesy?

ARITHMETIC

SEVENTH GRADE

TRUE DISCOUNT

Aim

Teacher's

To teach children the meaning of Present Worth and True Discount, and how to compute the Present Worth and True Discount of a given sum.

Preparation

METHOD

SUBJECT MATTER

FACE OF NOTE, PRINCIPAL, INTEREST, AMT., RATE AND TIME

What do you mean by the face of a note? Then the face of the note is what? What is interest? How would you find the interest on a note? How would you find the amount of a note? What do you mean by rate? By time?

Presentation

Find the amount of $100 for 2 yr. at 6 %.

Boys and girls—What does Worth mean? (Value.)

Then what does Present worth mean? (Value now.) Yes, that is just right. Now, suppose I should borrow $100 today, for two yr. at 6%, how much shall I have to pay at the end of 2 yr? ($112.)

If I give my note to cover the whole amount, the face of the note would be what? ($112.)

If I should borrow the $100 this morning, and by some means, I should be able to pay it during the day—how much should I have to pay? ($100.) Why only $100 when the face of the note is $112? (Because no interest is due yet.)

What is the note worth in 2 yr. at 6%? ($112.) What is the note worth today? ($100.)

PRESENT WORTH OF $112 DUE IN 2 YR. AT 6%

Then what is the Present Worth of a Note of $112, due in 2 years at 6%? ($100.)

PRESENT WORTH IS THE PRINCIPAL

Then the Present Worth is the same as what term in interest? (Principal.) And what shall we call the $12, since I do not have to pay it? (Discount.) And since this is simply the interest the $100, would have brought, had the debt been allowed to run ts full time, who loses? (No one.)

TRUE DISCOUNT

Then what discount may we call this as compared with Bank Discount? (Actual or True Discount.)

Generalization

Now, give me a full definition of present worth.

The present worth of a note is the sum of money, which if put on interest for a certain time, at a certain rate, will amount to a certain specified sum. True discount is the difference between the face and present worth of a note, due at a future time, without interest (Interest on the Present Worth.)

What is true Discount?

NOTE—Have pupils give a definition of Present Worth and of True Discount in their own words.

Later call on one pupil to write good definitions on the board and the others to copy it in their notebooks.

Application

Let us see what we can do with the first problem in your textbooks.

Find the present worth and true discount of $376.20 due in 9 mo. at 6%.

(Request one pupil to rise and read it aloud.) What is the $376.20 in our problem? (Face of note.) Is our note worth that today? Then $376.20 contains what? (Interest and principal.) And what do we call the interest and principal? (Amount.) Now, let us see what we have given. (Amount, time, and rate.) What shall we find first?

Find interest and amount of $1 at 6% for 9 mo.

How shall we find it? What is the interest on $1 at 6% for 9 mo.? (.045.) What is the amount? (1.045.) Now, if $376.20 is the amount of a certain sum for 9 mo. at 6%, and $1.045 is the amount of $1 for 9 mo. at 6%, how are we to find the principal? (If $1.045 is the amount of $1 for 9 mo. at 6%, $376.20 is the amount of as many times $1 as $1.045 is contained times in $376.20.) (Have pupils solve this part on their papers.)

$$\$376.20 \div \$1.045 = \$360$$

What is the quotient? (360) How many have the same? $360 is correct. What is this $360? (Present Worth.) How much should I have had to pay, had I waited for 9 mo.? ($376.20.) How much shall I have to pay now? ($360)

$$\$376.20 - \$360 = \$16.20$$

How much discount do I get? ($16.20.) This is called what? (True Discount.)

PROBLEMS IN TEXT

NOTE—Have pupils pass to the board and solve at least two problems, the teacher helping those who do not seem to grasp the subject Assign certain problems in textbook for seat work and study period

PHYSIOLOGY

SEVENTH GRADE

THE LUNGS

Aim

Teacher's

To teach the importance and necessity of well-developed and healthy lungs.

Pupils'

To become familar with the location, appearance, use, hygiene, and diseases of the lungs.

Preparation

METHOD

SUBJECT—WINDPIPE

Where does the windpipe begin, and how far does it extend? Why is it made up of rings of cartilage piled one upon another, and not of soft membrane? Why does one die when something is lodged in the windpipe? What diseases affect the windpipe? Describe the form of the entire windpipe?

VOICE-BOX

What do we call the enlarged part at the top of the windpipe? Of what is it made? What other name has it? What happens when we speak? What are the vocal cords? What determines the kind of sound we make?

BRONCHIAL TUBES

What do we call the tubes into which the windpipe divides, at the lower end? What is at the end of each tube?

WHY WE BREATHE

Is the blood that is circulating in the body always pure? What makes it impure? What must be done, then, when the blood is full of impurities? Where is this purifying done?

Presentation

LOCATION

Locate the lungs with reference to the windpipe. Give their location in the body.

SIZE

Tell us about the size of the lungs. Compare them with the heart.

SHAPE

What is the general shape of the lungs?

APPEARANCE

What do the lungs look like? Of what are they made up Do you think, then, that the lungs would look just the same after we inhale as they do after we exhale? Explain.

COVERING

How are the lungs protected? What is this covering called? Describe it. In what condition is the pleura when healthy?

USE

Do you consider the lungs a very important part of the body? Could any other organ do the work that the lungs do?

HYGIENE

Are the lungs able to take perfect care of themselves? Then what must we do? Why is it better to breathe pure air than impure? How can we keep some of the impurities of the air from reaching the lungs? Explain why nose-breathing is more healthful than mouth-breathing.

DISEASES

With what diseases are the lungs sometimes affected? Explain the condition of the lungs in pleurisy. In pneumoniat

What is the real cause of consumption? Then what is the best means of preventing this disease?

GEOGRAPHY

SEVENTH GRADE

BRAZIL

Aim

Teacher's

To arouse the pupil to discover the importance of Brazil to he world and to the United States.

Pupils'

To become familiar with the country and to make a studyof the rubber and coffee industries.

Preparation

LOCATION

In what part of South America does Brazil lie? What great circle passes through South America? Through what countries does it pass? What small circle passes through South America? Through what countries does it pass? If both of these circles pass through Brazil in what zones does Brazil lie?

Presentation

COMPARATIVE SIZE

Compare the area of Brazil with area of all of South America. How do Uruguay and Brazil compare ?izines How do Brazil and the United States compare in size? Compare the are of Brazil with the area of Europe.

OUTLINE

Is the outline of Brazil regular or irregular? What effect does an irregular coast-line have upon the development of a country?

SURFACE

Describe the surface of Brazil from a study of the map. Compare your description of the surface with the description given in the text book.

DRAINAGE

Study the map and tell in what direction most of the rivers flow and where we find the most of them. What is the largest river of South America? Why is this river so large? What two kinds of mouths do rivers have? (Delta and estuary.) Which kind has this river? Name three large tributaries of the Amazon. (Have a pupil give a description of the Amazon River.)

CLIMATE

Name several things which may affect climate. Which of these affect the climate of Brazil most? What kind of a climate do you think Brazil would have when both the equator and Tropic of Capricorn pass through it? Describe the climate more fully? Judging from its climate, what kind of vegetation do you think Brazil would have?

OCCUPATIONS AND PRODUCTS

From what you already know about Brazil what do you think would be some of the industries? Judging from the industries what do you think would be some of the products? In what way do the agricultural products of Brazil differ from those of the United States? Why? What are the two mostim portant products of Brazil? (Have pupils give reports on these two products.)

COMMERCE

Name two kinds of commerce. Do they carry on both kinds of commerce in this state? Why do they have both kinds? With whom do they carry on commerce extensively? What are the exports of Brazil? Why do you think these things would be the exports? By thinking of the products what do you think would be some of the imports? Why?

PEOPLE

To what races do the people of Brazil belong? What nationality do we find in this country? Of what nationality are most of the white people? Why do you think so many are of this nationality?

CITIES

The second city of South America in size is in this state. What is it? What one thing has caused Rio de Janeiro to be so large? What other things besides its size make this city important?

Name three other important cities of Brazil.

(Have two pupils give reports on Rio de Janeiro and Para.)

GOVERNMENT

What form of government have nearly all of the countries in the Western Hemisphere? What form of government has Brazil? Which is the largest republic of the world? Which is second in size? (Have a pupil give a brief description of the republican form of government.)

HISTORY

EIGHTH GRADE

POLK'S ADMINISTRATION

Aim

Teacher's

To teach the most important facts in Polk's administration and try to show why they are important and their relation to history of the present time.

Pupils'

To learn these facts and to become familiar with Polk as our President.

Preparation

METHOD

SUBJECT MATTER

HARRISON AND TYLER'S ADMINISTRATION

What president have we been studying recently? Harrison was elected by what party? When did the Whigs elect their first president? What happened to President Harrison? Then who became president? What can you say of John Tyler's

politics? What was his relation with the Democratic Party? How did the Democratic Party regard John Tyler? When and where did the nominating conventions meet? What two parties were in the field? Whom did the Whigs nominate? Whom did the Democrats? Why was James K. Polk called the "dark horse" candidate?

Presentation

POLK'S ADMINISTRATION

What was the main issue of the election of 1844? Which party elected their candidate? Whom did Polk choose as members of his cabinet?

What were the *four great measures* that Polk declared would be the measures of his administration?

ANNEXATION of TEXAS

Why had Texas asked to be admitted to the United States? When was Texas admitted?

MEXICAN WAR

What was the chief cause of the Mexican War? Why was Texas rebelling against Mexico? (Map Reference.)

TERRITORY of CALIFORNIA

Do you think Polk had any right to make the acquisition of California a measure of his administration? If not, why?

GENERAL TAYLOR

Whom did Polk send with an army to this disputed territory? (Map Reference.) When did Polk declare war? What remark did General Grant make? Where had the Mexicans stationed an army? (Map Reference.) When and where did the two come together? What were the names of these two battles? What was the next movement made by Taylor? Why did the battle of Buena Vista make Taylor very popular?

GENERAL SCOTT

Whom did Polk make commander-in-chief of the United States Army? Where was Scott sent? Outline the route taken by Scott? Name the battles that he fought?

CAPTURE OF CITY OF MEXICO

When was the City of Mexico captured? Name the generals that captured the California country? What can you say of Kearny and Fremont?

TREATY OF PEACE

When and where was the treaty of peace signed? What honorable act did the United States do when making this treaty?

WILMOT PROVISO

What was the Wilmot Proviso? What was the effect of this Proviso on the south?

GOLD IN CALIFORNIA

When was gold discovered? Discuss briefly the discovery and its effect upon the country in general? What can be said of the change in California?

OREGON TERRITORY

Locate the Oregon country? (Map Reference.) How had this country been held prior to 1846. What claims did the United States have on this territory?

SETTLEMENT OF BOUNDARY

How was the dispute with England concerning the boundary settled? What was the final agreement? Name the states that were formed from the Oregon Territory?

Elaboration and Summary

What question has been the main issue since Monroe's administration? When was slavery first introduced in the United States? Give a brief out line from 1619, up to the present administration? What shall we consider as the most important event of Polk's administration?

GRAMMAR

EIGHTH GRADE

Aim

Teacher's

To develop the idea of voice and give terms

Pupils'

To learn the first modification of the verb

Preparation

METHOD

SUBJECT MATTER—VERBS, CLASSIFICATION

What is a verb? How are verbs classified according to attribute? Give examples. What is the classification according to object? What is a transitive verb? Give an example. What is an intransitive verb? Give an example.

Presentation

1. John struck the ball.

Read the first sentence. What is the verb? What do all verbs do? (Assert.)

THE VERB ASSERTS ACTION

What does the verb assert? (Asserts action.)

VERB SHOWS THAT THE SUBJECT DENOTES THE ACTION

We cannot have an action without a what? (Actor) What denotes the actor? John is what in the sentence? (The subject) Then the subject denotes what? (The actor.)

2. The ball was struck by John.

Give me the same sentence only make the word ball the subject.

VERB SHOWS THAT SUBJECT DENOTES THE RECEIVER OF THE ACT

What does the verb in the second sentence show of the subject? (It shows that the subject denotes the receiver of the act.) What did we have to change to show that the subject denotes the receiver of the act? (The form of the verb.)

A MODIFICATION

And a change we call what? (A modification.)

This modification of the verb we call voice. What is voice? (Voice is a modification of the verb that shows whether the subject denotes the actor or the receiver of the act.)

OBJECT OF THE VERB

How is the word ball used in the first sentence? (As object.)

SUBJECT OF THE VERB

How is the word ball used in the second sentence? (As subject.) Then we made the object the what? (The subject.)

ONLY TRANSITIVE VERBS HAVE VOICE

Only what kind of verbs have objects? (Transitive verbs.) Then what kind of verbs have voice?

Elaboration

COMPLETE DEFINITION OF VOICE

Then give me a complete definition of voice. (Voice is that modification of a transitive verb that shows whether the subject denotes the actor or the receiver of the act.)

ACTIVE VOICE

Then how many do you think we have? When the verb shows that the subject denotes the actor, we say it is in the active voice. When is a verb in the active voice?

PASSIVE VOICE

When it shows that the subject denotes the receiver of the act, we say it is in the passive voice. When is a verb in the passive voice?

Application

3. Mary recites her lesson.

What is the verb in the third sentence? What voice has it? Why?

4. The lesson was recited by Mary.

What is the verb in the fourth sentence? What voice has it? Why?

5. Fulton invented the steamboat.

What is the verb in the fifth sentence? What voice has it? Give another sentence that has the verb in active voice. Another. Give a sentence that has a verb in the passive voice. Another.

Note—Have pupils give other examples of verbs in active and passive voice, using them in sentences, and telling why they are active or passive.

Summary

About what have we been learning? (Voice.)

VOICE—ACTIVE, PASSIVE

What is voice? What is active voice? What is passive voice? Only what kind of verbs have voice? (Transitive.) Why? (In making a verb passive, the object is made the subject and only transitive verbs have an object to be made the subject.)

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